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No. 5

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A Proposed Program of Research

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CHILDHOOD EDUCATION

The Official Journal of the
International Kindergarten Union, Inc.

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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

A music page and articles on musical education will be prominent features.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.

The Influence of Kindergarten Education Upon Pupil Progress: Methods of Scientific Investigation¹

Foreword and Introduction

MARY DABNEY DAVIS, *Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education, Washington, D. C.*

THIS program is built as a unit. The three addresses with the introduction are to be considered as one treatment of the same topic or as one address. The chairman will explain why it was felt that there was need for a conference on scientific investigations dealing with the education of young children. Miss MacLatchy will describe the investigations upon which she has been working in the Bureau of Educational Research of The Ohio State University. Dr. Crabbs will outline simple and essential procedures needed for several kinds of scientific investigation.² Miss Salisbury will propose investigations for which our field of nursery-kindergarten-primary education is ready, and others will tell of the observations, experiments, and investigations they are at work upon with the

facts or problems which these investigations are disclosing. You, then, are the climax of our discussion. Upon your interest, carried over into practice, rests the ultimate value of this conference.

Kindergartens have increased in number from less than one hundred in 1873 to nearly 10,000 at the present time.³ Legislation allowing school systems to incorporate kindergartens as integral parts of their organizations has improved in its provisions for the support of kindergartens from general school funds, in its assignment of responsibility for establishing kindergartens and in its care for teacher certification. There are increasing evidences that kindergartens are being accepted as a part of the educational experiences to be provided for young children. Elementary school curricula are including courses of study for kindergartens. Rules and Regulations of Boards of Education are describing their school organizations as K-6-3-3, as Kindergarten, Elementary, Secondary and Special, and as 7-3-3. They are also stating requirements for

¹ Full report of the Thursday Morning Program held during the International Kindergarten Union Convention in Los Angeles, July, 1925, Mary Dabney Davis, Chairman.

² The address on *First Steps in Methods of Scientific Investigation* given by Dr. Lela Mae Crabbs should have followed the paper by Miss MacLatchy. It was not received, however, in time for this issue.

³ Biennial Survey of Education for 1922-1924. Bureau of Education, Washington, D. C.

kindergarten admittance and promotion. Some school systems are extending their educative scheme to children younger than kindergarten age and are trying the practicability of a nursery school as well as kindergartens in its organization. This addition is being initiated largely by the practice work provided for the students in home economics of the high schools.

There is a group of people composed of tax payers who have no children in the schools, and of professional workers who know little or nothing of kindergarten work. They know neither what goes on in a kindergarten nor what they may expect of children who have received the advantage of attending kindergarten. The attitudes of these people toward kindergarten work vary from indifference to sympathetic but passive interest and to an inquiring or questioning interest.

Teachers, supervisors and training teachers most intimately concerned with the education of young children need to produce evidence which will arouse the indifferent and passively sympathetic people to a vital active interest. They need to produce evidence that will answer the questions which are raised or at least they should be able to show programs of research through which they expect to produce facts and data.

One of these questions—a broad one—asks for the values of kindergarten education. This arises frequently and needs, of course, to be narrowed. Those who make general educational surveys of school systems are constantly searching for data upon which to base their recommendations concerning kindergarten admittance and promotion, kindergarten extension, kindergarten relationships to the elementary school curriculum, to the

elementary time programs, to the administration of supplies and equipment, to building programs, and to child and cost accounting.

A recent survey of a school system in a city of 30,000 population illustrates this need for factual information. Kindergartens had been in operation for twenty-five years. Their value to the school system was questioned when the surveyors were interpreting their age-grade distributions and achievement test results. An attempt was made to discover tangible values for kindergarten education received by the pupils and for the influence of kindergarten methods and procedure upon the elementary school work. This was done by tracing the history of the kindergarten in this system through the superintendents' reports for the twenty-five years of the kindergarten's existence, and by grouping the intelligence and achievement test results derived from the fifth grade pupils for the boys and girls with kindergarten experience and for those who entered that school system in the first grade.

Taking advantage of the state law permitting education for four-year-old children and providing for the support of this education from the same funds as were allowed for the elementary schools, the superintendent established a kindergarten in 1902. He clearly stated the aims of the kindergarten to be "the development of mental power through self-activity" and he claimed that "evidence shows that kindergarten children out-strip in school advancement those without it."

Two years later four more kindergartens were started. One reason for this development was stated in this way: "So many children leave school

at the age of 14 that the kindergarten gives them an added year of school life." The course of study outlined at this time included number and reading work for the children who the teacher had decided would be able to enter the first grade at the end of the term. This introduction of the school "arts" seems to have been forced by public disapproval of the informal practice of kindergarten work. The superintendent mentions this two years later and tries to defend his original statement of the purpose of the kindergarten by saying that informal work is best suited to the age of the child. He reiterates that kindergarten training assures more rapid progress through the grades. To fortify these assertions he forces more primary work into the kindergarten and satisfies the patrons that the children are not wasting their time. Three years later, in the 1919 report, the superintendent comments on the value of engaging kindergarten teachers who have had a primary training because it enables them to carry their children into the school "arts" as soon as the children are able to do this work.

In the meantime the kindergarten teachers have followed the required course of study but have supplemented it by adding larger materials for work, widening the experiences offered to the children and providing a freer organization of time. The teachers have attended summer sessions at colleges and during the school year they conduct a study group among themselves to discuss topics of current professional interest. The primary teachers are following the same subject and time programs and organize their classes as they did when kindergartens were first established.

At the present time children are admitted to the kindergarten at the age of four. They are promoted to the first grade on a basis of chronological age at five and one-half years. The ratio of first grade children with kindergarten experience is high, 73 out of every 100 first grade children having attended kindergarten.

From this ungarnished description what recommendations would you make regarding the continuation of kindergarten work in this school system? Was the superintendent's original aim sound—"the development of mental power through self-activity"? Is the kindergarten an added year of school experience at the earlier end of the organization and taking the place of the ninth year now removed from the elementary school? What coördination of the curriculum for primary and kindergarten grades is justifiable and desirable? Was the assertion that kindergarten children outstrip others in school advancement justified? If four years is a desirable entrance age what differentiation in curriculum for the two years of kindergarten training is necessary? What facts are there to show whether a chronological age is as good a basis for promotion as any? Where are the answers to these questions which will arouse the indifferent people in that group who know little or nothing of kindergarten work; which will give fact foundations for the sympathetic people and which will satisfy the questioning people?

There is a scientifically conducted study made by Mr. W. J. Peters in 1923 on "The Progress of Kindergarten Pupils in the Elementary Schools." Following a group of 187 children who had attended kindergarten and 187 who had not Mr.

Peters found that upon reaching the fifth grade the kindergarten trained pupils were an average of 3.4 months younger than the non-kindergarten trained children. Does this saving of time offer an intrinsic justification for providing kindergarten education? The technique used by Mr. Peters was followed with pupils in the school system just described. The group of kindergarten children entering the first grade were a month younger chronologically than a group of non-kindergarten children, and reached the fifth grade at an age five months younger than the other group. A comparison of the achievement of these pupils in reading and arithmetic showed a fraction of one per cent difference in achievement between the two groups, the advantage leaning toward the non-kindergarten trained children. Can it not be said that there are too many influences brought to bear upon pupils between the kindergarten and fifth grade to make such findings of any great value in determining the service kindergarten training renders to pupil progress?

Narrowing the testing situation to the years between the kindergarten and second grade Mrs. H. P. Smith of Lawrence, Kans., has made an extensive study of the influence of kindergarten

experience upon pupil progress and achievement. This report, given in detail in the *Elementary School Journal* for February, 1925, can prove no distinct benefit of kindergarten training in the pupil's achievement. Plans are made to follow this study with another built on slightly different lines.

The questions then arise, "Are we using the right measuring rods to determine the values of kindergarten education?" "Can we measure the effect upon a child of a year or of a half year spent in kindergarten?" "Is it desirable to do this?" Intelligence tests which are usable with groups of young children are being improved. General achievement tests and a test in reading readiness are being constructed and standardized. What can we do, as a group of earnest workers in the education of young children, to make the year or two years preceding the first grade function to the best advantage for the children? What proofs can we prepare to show that the activities in which the children engage function in the elementary school? Would there be a value in finding the methods of teaching in the primary school which best permit kindergarten education to function?

This series of problems initiated the topic for this meeting.

The Relation of Kindergarten Attendance to Progress in the First Two Grades

JOSEPHINE MACLATCHY, *Ohio State University*

In the fall of 1922, fourteen Ohio cities signified their willingness to cooperate with the Bureau of Educational Research, at Ohio State University, in a study of the relation of kindergarten

attendance to subsequent progress in the primary grades. Only nine of these cities, however, filled out the first set of blanks sent them. One of these was later eliminated, because it had but one

kindergarten. The eight other cities,¹ have coöperated with us faithfully, even enthusiastically, to the last test given to Grade III only a few weeks ago. The superintendents have distributed test blanks and record sheets; the teachers have marked test papers, filled in blanks, and answered supplementary inquiries for three years. Whatever may be the attitude toward the final report of this project, the Bureau of Educational Research will always be proud of the enthusiastic coöperation of the teachers, supervisors, and superintendents of these eight cities. When I have told you of fall testings and spring testings, of teachers' ratings and promotion records, you will truly sympathize with the teachers.

Two groups of children are considered in this study: first, those who entered Grade I in September, 1922, the majority of whom were in Grade III this past school year; and second, the pupils who entered Grade I in September, 1923, the majority of whom have just completed Grade II. Thus we have a primary experiment and a secondary or confirming experiment. Throughout this discussion I shall call the pupils who entered Grade I in September, 1922, the "22 pupils." This will be true, no matter what grade they may subsequently be in. In like manner, those who entered in September, 1923, shall be called the "23 pupils." They will also retain this name throughout the discussion.

More than four thousand pupils have been enrolled in this project. Roughly speaking, two thousand have attended

kindergarten and two thousand have not; two thousand are boys and two thousand are girls. The exact figures are:

Pupils—Grade I, 1922.....	1,596
Pupils—Grade I, 1923.....	2,525
Total.....	4,121

Pupils—Attended kindergarten.....	2,082
Pupils—Did not attend kindergarten	2,039

Boys enrolled.....	2,157
Girls enrolled.....	1,964

Each of the year groups started with at least one thousand additional pupils, but these were later eliminated because of incomplete information in one or more of three essential criteria.

Four classes of kindergarten attendance have been recognized: (1) less than four months; (2) more than four months but less than eight; (3) more than eight months but less than twelve; and (4) twelve months or more. For the purpose of this discussion, unless otherwise mentioned at the moment, the kindergarten group considered will be the third class—those who attended kindergarten more than eight months but less than twelve, in other words, those who attended kindergarten approximately one school year.

Great care has been taken in collecting these data. Three criteria have been necessary in order that a child might be retained in the investigation. These were date of birth, length of kindergarten attendance, and intelligence-test score. Aside from teachers' judgments, which we have had to use in several instances as the only means of measurement, we have used standardized tests. Whatever may be the fallibilities of these new instruments of educational measurement, they have been the same for the

¹ The names of the eight cities which have coöperated in this study are: Athens, Cleveland Heights, Elyria, Fremont, Hamilton, Lakewood, Lockland, and Portsmouth.

pupils of both groups. In making our tabulations from standardized tests, all test papers have been re-checked by trained clerks. All blanks for recording data were prepared in the office of the Bureau and sent to the superintendents of the coöperating cities.

Each fall we have presented to the superintendents our proposed schedule of reports and tests for the year. In 1922-23, this involved an intelligence test, an achievement test, and certain teachers' ratings for the '22 pupils. During the two subsequent years, our program has included tests in the fall and in the spring for the grades in which our '22 and '23 pupils were enrolled. These schedules will appear more logically in the context of this discussion than they would if listed here.

Enough of our method—now for the results. Other investigators have reported several rather casual studies in which comparisons have been made between groups of pupils who had attended kindergarten and others who had not. The commonest conclusion drawn from these studies has been that the kindergarten pupils, during their subsequent school careers, were younger than the corresponding groups of non-kindergarten pupils. Our age comparisons corroborate this conclusion. Many, no doubt, are familiar with Mr. Peters' study of 187 pairs of children. This study appeared in the February, 1923, issue of the *Journal of Educational Research*, and was later summarized by Professor Root of the University of Pittsburgh, in the June, 1923, issue of *Kindergarten and First Grade*. Mr. Peters paired 187 kindergarten children with 187 non-kindergarten children of similar intelligence ratings and school grades within the first five grades of the

schools of Berkeley and Oakland, California. He found that on the average, kindergarten pupils were 3.4 months younger than the non-kindergarten pupils with whom they were paired.

We have made similar calculations for our kindergarten and non-kindergarten pupils within the '22 and '23 groups; these facts are summarized in table 1. At the end of Grade I—June 30, 1923, being used as the date of reference—the kindergarten portion of the sixteen hundred pupils included in the '22 groups, were 2.4 months younger than the non-kindergarten pupils. The kindergarten pupils were 7.08 years old

TABLE 1
Median ages of the two groups at the end of the first grade

	GRADE I— 1922	GRADE I— 1923
Kindergarten.....	7.08	7.07
Non-kindergarten.....	7.28	7.21
Difference.....	0.20	0.14

at the end of Grade I, while the non-kindergarten pupils were 7.28, a difference of 0.2 of a year, or 2.4 months. In a similar manner, we find that the kindergarten pupils of the '23 group were 1.7 months younger than the corresponding group of non-kindergarten pupils.

Our age differences are not so great as Mr. Peters', but they are based upon a much larger group of children, and, therefore, are a truer picture of the general tendency. The difference in months is probably affected, in part, by the fact that we are here comparing the ages of pupils at the end of Grade I. We have found that a higher percentage of non-kindergarten pupils fail of pro-

motion from Grade I; this fact would tend to increase the age of the non-kindergarten pupils throughout their subsequent school careers. Perhaps our age difference would increase if we estimated the ages of the kindergarten and non-kindergarten groups at the end of Grade II, and at the end of Grade III. Such estimates will be made when our project is in final form. We do not question the reliability of Mr. Peters' conclusions, but simply say that, although we agree in kind with his findings, our differences are not so great.

Our next step was to obtain the intelligence ratings of all the pupils, and for this purpose we used the Pressey Primary Classification Test. This test was given to the pupils of the two first-grade groups early in their first semester at school. This intelligence test, prepared for pupils of Grades I and II, is a picture cross-out test, in which the pupils are directed by the examiner to indicate with pencil markings certain portions or characteristics of each picture. This test requires no reading on the part of the child being examined, and, since the pictures are simple outlined drawings of common-place objects, the test easily lends itself to use with first-grade pupils.

The medians for the kindergarten groups of the '22 and '23 pupils, given in table 2, are higher than the medians for the corresponding non-kindergarten groups. The median for the kindergarten group of the '22 pupils was 43, while that for the non-kindergarten pupils of the same group was 37. The median for the kindergarten pupils of the '23 group was 38, as contrasted with 31, the median of the non-kindergarten pupils.

Considered in terms of the author's

standards, set for her own tests, the kindergarten and non-kindergarten groups of Grade I, '22, and Grade I, '23, exceeded the norm for Grade I-B, the lower half of Grade I. This test was given to both groups during their first semester in school, in other words, when they were enrolled in I-B. The kindergarten pupils of both of the main groups had median intelligence ratings soon after they entered Grade I-B, which exceeded the norm set for Grade I-A. The non-kindergarten pupils of the '22 group reached the I-A norm, while the non-kindergarten children of the '23 group fell 6 points below this norm, or, in other words, these pupils in Grade I-B, covered two-thirds of the distance

TABLE 2
*Median scores on Pressey Primary
Classification Test*

	GRADE I— 1922	GRADE I— 1923
Kindergarten.....	43	38
Non-kindergarten.....	37	31

between the I-B and the I-A norms. Judged, therefore, in terms of the author's norms, the pupils enrolled in this study were above the average for Grade I-B in intelligence, while, of the two groups, the kindergarten group was somewhat in advance.

In terms of mental age, the kindergarten pupils of the '22 group were seven years two months old mentally, in contrast to their chronological age of six years five months, while the non-kindergarten pupils of their group were six years eight months old mentally, in contrast to their chronological age of six years seven months. In other words, the kindergarten pupils were nine months in advance mentally of their

chronological age, while the non-kindergarten pupils were but one month older than their actual age in years and months.

Comparing the kindergarten and non-kindergarten pupils of the '22 group, we find that the kindergarten pupils were six months older mentally than their non-kindergarten comrades, while the latter were on the average 2.4 months older chronologically than the kindergarten pupils.

By similar calculations, we find that the kindergarten group of the '23 pupils had a mental age of six years nine months, while that of the non-kindergarten pupils was six years two months. Here, again, the kindergarten pupils were mentally older than their non-kindergarten classmates. Although none of us is anxious to accumulate chronological age before our time, it is altogether estimable for one so to accumulate mental age. We find, therefore, that soon after entering Grade I-B, the kindergarten pupils of both groups were six or seven months in advance mentally of their non-kindergarten classmates.

The superiority of the kindergarten pupils, as shown by the intelligence-test scores, may be expressed by a comparison of the percentage of each group, which exceeded the median of the other group. The median for the kindergarten group was 43. Thirty-four per cent of the non-kindergarten pupils exceeded this median, while 58 per cent of the kindergarten pupils exceeded the non-kindergarten median of 37.

At the end of Grade I, we were interested in a comparison of the teachers' estimates of the children of the two groups. Consequently, we resorted to that sorely maligned instrument of measurement—the teacher's judgment

of the pupils. In full appreciation of the prevailing arguments against the teacher's judgment of scholarship—namely, that the teacher is unconsciously affected by such matters as general attitude, conduct, and other social and personal attributes—we asked the teachers to rate the scholarship of the '22 pupils. A five-point scale was suggested for this purpose: 1, poor; 2, fair; 3, average; 4, good; and 5, superior. The kindergarten pupils of the '22 group were rated 0.4 of a point higher than the non-kindergarten pupils of that group. This is shown in table 3. A corresponding comparison of the '23 pupils resulted in an advantage of 0.3 of a point for the kindergarten pupils of this group. In

TABLE 3

Median teachers' rating in scholarship—Grade I

	GRADE I— 1922	GRADE I— 1923
Kindergarten.....	3.4	3.3
Non-kindergarten.....	3.0	3.0

order that we might determine whether a difference of 0.4 of a point were significant, a statistical device was used, by which the significance of the difference may be calculated. The probable error of the difference was reckoned, for, by rule, if the difference is three times its probable error, it is a significant difference. These differences turn out to be highly significant. For example, the difference 0.4 of a point is 28 times its probable error, which is 0.014.

The social values which the kindergarten professes to encourage and develop do not easily lend themselves to measurement by the standard tests now in existence. To obviate this difficulty we resorted again to teachers' ratings as the only available measure. We

asked for the ratings of the pupils in industry, initiative, and oral language. A three-point scale was suggested: 1, poor; 2, average; 3, superior. From table 4 we find that the kindergarten pupils in each of the three traits have fewer *poor* ratings and more *superior* ratings than the non-kindergarten pupils, but not quite as many average ratings. For the non-kindergarten pupils, the order is reversed; they have more poor ratings, somewhat more average ratings, and less superior ratings. In initiative and oral language, the inferiority of the non-kindergarten pupils is quite marked, for the per cent of *poor* ratings is, in each case, twice as large as that for those rated *superior*. Throughout this study, the teachers' ratings have always favored the kindergarten pupils. Perhaps, therefore, it will be well not to set too great store by the results given in table 4. We may at least conclude, however, that in industry, initiative, and oral language the kindergarten pupils were superior.

The promotion records for Grade I, 1923, have been carefully studied. Of the twenty-five hundred pupils enrolled in this group, 78 per cent of the kindergarten group were given regular promotion into Grade II, in May, 1924. In contrast with this, only 71 per cent of the non-kindergarten pupils were so promoted—a difference of 7 per cent in favor of the kindergarten pupils. Eight per cent of the kindergarten group and 21 per cent of the non-kindergarten group were not promoted. Special promotion (that is, extra promotion) was granted to 14 per cent of the kindergarten pupils, and to 8 per cent of the non-kindergarten pupils. At the close of Grade II, May, 1925, 89 per cent of the kindergarten pupils and 84 per cent of the non-kindergarten pupils were

promoted; 6 per cent of the kindergarten pupils and 13 per cent of the non-kindergarten pupils were not promoted, while 5 per cent of the kindergarten pupils and 3 per cent of the non-kindergarten pupils were given special promo-

TABLE 4
Per cent receiving each of the teachers' ratings in industry, initiative, oral language

	INDUSTRY		
	Poor	Average	Superior
Kindergarten.	16	46	38
Non-kindergarten.	24	53	22
	INITIATIVE		
	Poor	Average	Superior
Kindergarten.	25	45	30
Non-kindergarten.	35	50	15
	ORAL LANGUAGE		
	Poor	Average	Superior
Kindergarten.	22	46	32
Non-kindergarten.	32	52	16

TABLE 5
Promotion record of the '23 pupils

	GRADE I, MAY, 1924		
	Regular	Special	Failed
Kindergarten.	78	14	8
Non-kindergarten.	71	8	21
	GRADE II, MAY, 1925		
	Regular	Special	Failed
Kindergarten.	89	5	6
Non-kindergarten.	84	3	13

tion. According to these figures, which are given in table 5, we find that the kindergarten group in Grade II had lost more of its best pupils and fewer of its poor pupils, than did the non-kindergarten group of the same grade. Accordingly the non-kindergarten group in

Grade II gained in capability as a result of grade I promotion for it lost more of its incapables, and fewer of its best.

Various sorts of comparisons of the achievement of the two groups have been attempted. Reading was particularly studied with the '23 pupils. The Pressey First-Grade Reading Test was given to these pupils in October, 1923. A second and equivalent form of this test was given at the end of the first semester in January, 1924. The Haggerty Reading Test, Sigma I, was given in May, 1924, at the end of Grade I, and again in May, 1925, at the close of

while the non-kindergarten median was 3.7 points below the I-A norm.

The median of the kindergarten group exceeded the median of the non-kindergarten group in October by 64 per cent. In January the difference in favor of the kindergarten was 18 per cent, a surprising gain on the part of the non-kindergarten pupils. This sudden rise may be due to the fact that in the beginning of any learning process the curve rises rapidly at first, then progress becomes more gradual.

On the Haggerty Reading Test given at the close of Grade I the median of the kindergarten group was one point in advance on a possible score of 45. The medians of each group were slightly in advance of the standard set for Grade I by the author. The author's standard is 6 points, the kindergarten median was 10.3; while that of the non-kindergarten was 9.3. The kindergarten group slightly exceeded the norm for seven-year-olds, while the non-kindergarten group approximated it. At the close of Grade II the Haggerty Test was again repeated. The kindergarten group was still in the lead with a median of 27.6 while the non-kindergarten median was 24.5. We come upon an interesting difference when we consider these two pairs of medians. In May, 1924, the kindergarten had a superiority of 11 per cent, and on the same test at the close of Grade II, it was still in the lead with an advantage of 12 per cent.

A comparison of achievement in Grade I with the '22 group was reckoned by the scores obtained on the Pressey Second-Grade Attainment Test. This test was given in May, 1923. The pupils were, at that time, about to complete their first year in school. The test was given to the pupils of Grade I, 1923, at the

TABLE 6
Comparisons of the reading achievement of the two groups

	PRESSEY READING		HAGGERTY READING	
	Form A, October, 1923	Form B, January, 1924	May, 1924	May, 1925
Kindergarten.....	15.4	32.3	10.3	27.6
Non-kindergarten.....	9.4	27.3	9.3	24.5
Per cent of kindergarten superiority.....	64	18	11	12

Grade II. Comparisons of reading achievement at the end of one semester, one year, and two years are thus possible and are summarized in table 6.

In October, 1923, within eight weeks of their entrance in school, the kindergarten median on the first form of the Pressey First-Grade Reading Test was 15.4, less than two points below the author's norm for the end of Grade I-B, while the non-kindergarten median at that time was 7.6 points below the I-B norm. At the end of the first semester the kindergarten median was 1.3 points in advance of the norm set for I-A,

beginning of Grade II. A second and equivalent form of this test was given to the pupils of the '22 and '23 groups at the end of their second year in school. The Pressey Second-Grade Attainment Test is a battery of tests including four sub-tests—a reading test, a vocabulary test, a spelling test, and an arithmetic test. The total scores on the two forms of the test, made by the pupils of each group, are summarized in table 7. The two groups of Grade I, 1922, made practically the same total score. The kindergarten group made higher scores on the reading and vocabulary tests, while the non-kindergarten group ex-

moment. At the end of Grade II the kindergarten group had an advantage of 0.6 of a point. Thus the secondary group but confirmed the evidence of the former group.

Seeking further corroboration of these findings, within the '22 group, we paired a kindergarten and a non-kindergarten pupil of similar intelligence rating within the same city system and calculated the medians for each group. These paired pupils were taken from the entire kindergarten group, not the one-year kindergarten group only. A slight difference appeared here. The medians for the kindergarten pupils were one point or

TABLE 7
Median total scores on Pressey Second-Grade Attainment Test

	GRADE I, 1922		GRADE I, 1923	
	Form A, May, 1923	Form B, May, 1924	Form A, October, 1924	Form B, May, 1925
Kindergarten.....	36.2	81.6	35.0	78.7
Non-kindergarten.....	36.0	81.3	37.4	78.1

celled in arithmetic. Both groups did equally well in spelling. The greatest difference lay between the arithmetic scores of the two groups. On the second form, given at the end of Grade II, the total scores differed by 0.3 of a point—in other words, the kindergarten and non-kindergarten pupils were undistinguishable as far as achievement is reckoned by the Pressey Second-Grade Attainment Test.

The median score obtained by the non-kindergarten pupils of Grade I, 1923, at the beginning of Grade II, was 2.4 points in advance of the kindergarten group, a difference of little

TABLE 8
Median total scores made by paired pupils (all kindergarten groups) on Pressey Second Grade Attainment, Grade I, 1922

	FORM A, MAY, 1923	FORM B, MAY, 1924
Kindergarten.....	38.3	82.3
Non-kindergarten.....	36.4	82.4

less in advance on all the tests making a total score of 1.9 points in advance of the non-kindergarten pupils—a negligible difference on a total possible score of 109 points. The scores of the paired pupils were again compared, using the second form of the Pressey Test given in May, 1924. The medians differed by one-tenth of a point, which is to the advantage of the non-kindergarten group, an advantage so small as to be negligible. These data are give in table 8.

Let us sum up the matter before us: The kindergarten pupils enter Grade I at least 1.7 months younger than the non-kindergarten pupils. When they enter school the kindergarten pupils have the advantage of six or seven

months in mental age. Teachers' ratings in scholarship give the advantage, and that a significant one, to the kindergarten pupils. Judgments as to initiative, industry, and oral language give fewer poor ratings, about the same proportion of average ratings, and a larger share of superior ratings to the kindergarten pupils. Promotion returns show fewer failures, more promotions, and more special promotions for the kindergarten pupils.

Tests of achievement show a small advantage in reading for the kindergarten pupils. At the end of the first semester they are appreciably superior in reading ability as measured by a reading test. At the end of Grade I, their superiority is not nearly as great, but they maintain this diminished superiority to the end of Grade II. But on a battery of achievement tests, containing tests in reading, spelling, and arithmetic, the difference between the kindergarten and non-kindergarten pupils is negligible. Comparisons of achievement over certain periods of time also show little difference for the two groups.

In those matters compared on the basis of teachers' ratings the advantage seems unequivocally to be in favor of the kindergarten group. The case is not so clear when the two groups are compared upon an impersonal basis provided by standardized tests.

This may be explained in a measure by two considerations: First, the lack of advantage shown by the kindergarten group on the achievement test given to Grade II may be due in part to the fact that the kindergarten group has lost more of its best pupils and fewer of its poorest. By this sorting-out process the general standard of the group's achievement has undoubtedly been lowered.

In the final report of this study an attempt will be made to determine whether such is the case. Second, it may be that these results on the achievement tests are a reflection upon the work of the first-grade teachers. It may be that the non-kindergarten pupils received more attention in Grade I than was their rightful share. It may be that the advantages held by kindergarten pupils reacted to their hurt rather than in their favor. This matter can be decided only by definite study; we have no data which will throw any light on the subject.

This study gives one added appreciation of the possibilities of research which lie before the kindergartner and the primary teacher. The results at least raise the question as to why by a mechanical scheme of measurement, such as the standardized test, the kindergarten pupils do not give an emphatically superior record. They start Grade I with an intelligence superiority equivalent to several months of mental age. Their progress in reading at the end of eight weeks of school is much in advance of that of their non-kindergarten classmates, but these less fortunate ones almost overtake them within a semester.

Perhaps this condition could be materially helped if the kindergarten teacher passed on to the first-grade teacher a record of the progress of each kindergarten child. Schemes of this sort are in use in some systems; the custom should be more widespread.

Perhaps this condition may be due to some factor inherent within the content of the kindergarten course of study, shall I call it, or the program. The content of the kindergarten is rather widely accepted by kindergartners as a group. Perhaps a critical consideration of this

content might yield valuable information. Suppose someone contends that reading should have a definite place in the kindergarten program. The refutation or confirmation of such a judgment should be based upon real evidence. Scientific authority either for or against this opinion is not yet available. Kindergarten and first-grade teachers should begin to give this problem scientific consideration. Both groups should approach the problem with an open mind, for it so happens that within each group very definite but contradictory opinions are held.

Suppose also that it is maintained that number work should be begun at an earlier age and with more content than it now presents. In America the tendency is definitely opposed to such practice. In the European schools arithmetic is taught to children as young as five years of age. Here also lies an untried field of educational research which might suggest a solution to our difficulty.

Those opposed to the suggestion that more intellectual content should perhaps be added to the kindergarten program should recall the extraordinary amount of intelligence biologically considered which the child has manifested in the five years previous to entering the kindergarten. He has learned to move about, to control the large muscles of his body, to manipulate objects with his hands, and above all he has acquired a language with a facility which he will not likely again approximate. May there be a danger of stultifying this remarkable ability to learn by spending a year laboriously conning the combinations from one to ten?

A more scientific child psychology is needed, one in which the child himself is understood, not one in which he is interpreted in terms of adult psychology. Arguing in a similar vein, Winch in a recent monograph on reading says:

Our psychological processes are put into the child, diminished in strength but similar in form. We are getting old and worn, many of us. We do not like mechanical acquisition of new things; it is hard for us; so we say children do not like it. As a matter of fact, they do. Repetition bores us; so we say it bores the young child. As a matter of fact, he loves it.²

The opportunity of studying the child before he is self-conscious, before his nature is overlaid by social habits and taboos, presents itself to the kindergarten teacher. With the development of the nursery school this opportunity becomes a necessity. As the tendency increases for the kindergarten and first-grade to merge their interests a scientific child psychology becomes imperative. The methods and curricula of each of these strata of school life should be formulated in terms of the child's nature and needs, not in terms of the teacher's educational predilection or philosophy.

The study here reported is an attempt to study the kindergarten from without, to study the persistency of its influence upon the pupil. But far more significant and pressing problems are waiting to be solved within the kindergarten, and they can best be attacked by the workers in the field.

² Winch, W. H. *Teaching Beginners to Read in England: Its Methods, Results, and Psychological Bases*. Bloomington, Illinois, Public School Publishing Company, 1925, p. 9. (On the press.)

A Proposed Program of Research for Kindergarten and Primary Education

ETHEL IMOGENE SALISBURY¹

The improvement of the education of little children points to many needed changes in schools over the country. These changes must be effected slowly and only after careful study, experiment and investigation have given scientific proof of their value.

What are the unsolved problems of nursery, kindergarten and primary education? Casual inquiry alone gives us these.

What is the difference in response to environment on the part of children from two to four and those from four to six?

How does nursery school training reveal itself in the habits and attitudes of children after they reach the kindergarten?

What differences in kindergarten education should be made for children who have had nursery school training and those who have not?

What experiences are necessary before children can begin the reading process to advantage? What are the reading units which can properly follow these experiences? What ages chronologically and mentally should a child attain before beginning the reading process? What physical and social characteristics should a child attain before beginning the reading process?

What is the technique for teaching the foreign speaking child in the kindergarten?

At present a grade has no particular

meaning. A large number of children fail through no fault of their own. Failure is a stultifying influence. What scheme of classification and nomenclature would obviate such conditions?

What are the actual conditions over the country out of which these problems arise?

How many children are forced by law to begin the reading process before they are mentally, physically and socially ready?

What is the number of children who are chronologically six but mentally below when they enter first grade?

What is the number of children who are both chronologically and mentally below six when they enter first grade.

Surveys and experiments carefully checked are needed to throw light on these questions.

Kindergarten-primary education has three large responsibilities.

First—the art of teaching. This depends upon the individual teacher, her intelligence, understanding, training, experience, instinct. Kindergarten-primary teachers severally and collectively have made tremendous contributions in this field.

Second—kindergarten-primary education has a responsibility for scientific research as a means of diagnosing conditions, making safe constructive changes and convincing the public of support needed. Here again individuals and committees have made significant contributions but leaders and organizations in the field of kindergarten-primary education are better known for their art of teaching than for scientific findings.

¹ The introduction to this summary of her address was given informally by Miss Salisbury.

Third—kindergarten-primary educators have a responsibility for giving such publicity of an authoritative nature to the findings of modern psychology, psychiatry and health study and to discovered arts of instruction that all teachers may keep pace in their practice with these reliable findings.

The question arises: Can the number or quality of the researches in nursery, kindergarten and primary be improved? If so, how?

Teachers and supervisors in service are too much occupied with the immediate work of instruction to devote any large proportion of time to research studies. Many of them are not sufficiently conversant with the methods of research to carry on independently studies which conform to scientific procedure. Individual investigations do not receive the publicity that can be given by organized groups of teachers.

If kindergarten-primary education is to continue to lead progressive educational movements on a safe scientific basis there must be provided a program of research directed by experts and controlled and supported by a national or international body of nursery, kindergarten-primary educators.

What are some of the major features which might be included in a comprehensive program of research for nursery-kindergarten-primary education? The following are suggested:

I. The appointment of a full time expert in the field of nursery-kindergarten-primary education to work with the research division of the Department of Superintendence at Washington.

II. A comprehensive survey of conditions to ascertain the outstanding problems in the field of early education.

III. A careful definition of these problems with a procedure for solution.

IV. The setting up of machinery by which the central agency could become a clearing house in a coöperative plan of research.

V. The coördination of research now going on.

VI. The enlistment of the interest and help of graduate students.

VII. Conferences at annual meetings to discuss procedure and findings of research studies.

VIII. Adequate publicity.

Following each of these addresses, the chairman of the conference called for questions or comments from the audience. Many responded and we regret that no stenographic report was made of these questions and remarks. Aside from queries relative to her technical procedure the major questions asked of Miss MacLatchy concerned three things,—(1) the type of kindergarten programs and methods of teaching used in the schools from which the pupils came who were tested in the eight cities; (2) the type of programs and methods used in the first, second and third grades to which the children went after leaving the kindergarten; and (3) the kind and amount of training and experience with which the teachers coöperating in this study were equipped. Miss MacLatchy appreciated the ideas conveyed by these questions and responded that she would see what possibility there is of obtaining the information.

The "climax" of the conference was splendid. About twenty teachers contributed concise descriptions of investigations of the education of young children which they are making in their particular fields. Others commented and questioned. Of the descriptions of investigations given at the conference the following have been put in written form.

*Brief Reports*AN INTELLIGENCE TEST FOR THE
KINDERGARTEN

"An Achievement Test for the Kindergarten" is the title of a study which has been undertaken by a small group of kindergartners in the public schools of the District of Columbia, under the leadership of the Director of Kindergartens and with the co-operation of Miss La Salle, Director of Educational Research. The purpose of this study was to secure more uniform attainments for all kindergarten children in *minimum essentials* only, with the hope that the results of such a test might furnish a foundation upon which the curriculum of the first grade could be based. The attainments are classified as follows: information, manual arts, language and literature, music and rhythm, games and dramatization, habits.

Part of the content matter of this test had been used for several years throughout the kindergarten department, but the teachers felt that it was not comprehensive nor definite enough to be of real value. A group of eight teachers was therefore appointed by the director to form a committee to revise both the content and the method of giving the test. The personnel of this committee represented schools in varied types of neighborhoods, in order that doubtful tests might be used experimentally with differing groups of children before final adoption.

A chart for recording the children's achievements under each of the given headings accompanies the test and may be used either to record individual attainment at any time during a semester, or to record the achievement of an entire class whenever a specific test is given. A simple check mark under a particular test will indicate attainment in either method of using the chart.

When the test and chart are printed they will be used by every kindergartner and the results tabulated. Until such practical

proof is obtained, the value of the test cannot be established.

CATHARINE R. WATKINS,
Director of Kindergartens.

NEW YORK CITY PROBLEM AND METHOD OF
SOLUTION

1. Problem—What should be the minimum standards of achievements of New York City kindergarten children who have been in the kindergarten five months and who have a mental age of six years?

2. The purpose of the study was to indicate the development of character and mind which should be achieved by the end of the kindergarten period. These standards represent initial steps in the formation of habits of health, courtesy, independence, self-control, responsibility, initiative, perseverance, appreciation.

3. In New York City the large number of kindergartners (over one thousand) makes it difficult for the teachers to discuss common problems and to experiment with possible solutions. Miss Palmer, Director of Kindergartens, realizing the need of co-operation and interchange of thought held sectional meetings of the teachers in small enough groups to permit free interchange of ideas. A theoretical list of standards was prepared and using this as a starting point for discussion a list of standards was adopted which the majority of the kindergartners thought would be achieved in their kindergartens. The next procedure was the checking of this theoretical list by the actual achievement of the kindergarten children.

4. The results of this investigation aroused an interest in the formation and checking by the same method of a list of maximum standards which would assist the teacher in her guidance of the more advanced children. This simple organization of a problem has awakened the teachers to a more critical attitude in judging

their own classroom achievements, and through participation in forming group opinion it has fostered individual freedom of thought and action.

MARGARET C. HOLMES,
Assistant Director of Kindergartens.

THE USE OF INTELLIGENCE TESTS AS A BASIS FOR PROMOTION

In Worcester, Mass., we inherited the system of promotion to the first grade on the basis of age alone. Any child who will be six years of age within eight weeks of the promotion date was entitled to enter the first grade.

Of course there were many first grade failures under this system. The sixth birthday is not necessarily a magic door through whose passage one develops the readiness of mind to comprehend the difficult technique of learning to read. As reading is the main objective in our first grades, the child who fails to master that is obviously a failure.

The kindergartners became attached to their children. They saw them in a variety of educational situations. They knew that although a child might not be able to sing, he could, perhaps, organize and control a dramatic play. A child who was awkward or inartistic with paints, might be a successful worker with wood. It seemed a shame to send some of our kindergarten children into an environment where they would probably fail in the main subject.

Our first attempt to explain our children and their weaknesses was a pupil report card. This attempted to set down marks of A, B, C, and D for three mental attributes of Attention, Concentration, and Creative Ability; for three behavior characteristics, School Habits, Leadership and Coöperation; for three skills, Language, Music, and Handwork; and for two excuses for failure, Physical Handicap and Poor Attendance.

The report card proved interesting to the kindergarten teachers and to parents and in a general way to first grade teachers. But again they felt that our personal

judgment of children did not always coincide with others, because of the difference in demand that they made on the children. We were still sending on to the first grade children who could not cope with the mental processes involved in reading.

We realized that we must have an impersonal judgment on the children's mental capacities and the Intelligence Test was the outcome. We use the Pintner-Cunningham Primary Mental Test, given to all the children who are chronologically ready for promotion to the first grade. In order that no one shall think of the test score as the whole story of the child, we have the answers to the following questions written, in ink, on the cover of the test booklets and included in the record sheets. 1. The number of children in the family. 2. Is the mother at home? 3. Is English the home language? 4. A short description of the child's social adjustment. 5. A description of the child's physical condition. 6. The number of weeks the child has been in school.

The first time the test was given, we promoted all the children, irrespective of their test scores. Then we followed their progress in the first grade to find the relationship between test scores and first grade success. Following is a summary of the relationship.

The first grade gives only one mark, which is based mainly on reading ability, but like all such inclusive marks, it often represents effort or attitude or social adaptability, according to the first grade teacher's judgment of what she wants from her children.

These tests were given in January, 1925, and the first grade marks are for June, 1925. The results of this record seem to indicate that it is unwise to send into the first grade any child whose mental age is below five years. Children with mental ages between five and six years probably need special teaching and might be put into an extension class, on trial.

We feel that we should have data from the

Pintner-Cunningham Tests and first grade marks, first 20 weeks

TEST SCORES	CORRESPONDING MENTAL AGE	FIRST GRADE TEACHERS' MARKS			
Scores of 40 and over, 62 cases.	(8 years)	72% A	24% B	3% C*	0 D
Scores 39 to 35, 138 cases.	(7:11-7:6)	55% A	35% B	10% C*	0 D
Scores 34 to 30, 212 cases.	(7:5-6:11)	29% A	43% B	22% C	6% D*
Scores 29 to 25, 210 cases.	(6:10-6:5)	28% A	40% B	24% C	8% D*
Scores 24 to 20, 232 cases.	(6:4-5:10)	7% A	40% B	36% C	16% D
Scores 19 to 15, 226 cases.	(5:9-5:2)	7% A	20% B	32% C	41% D
Scores 14 to 10, 168 cases.	(5:0-4:4)	4% A*	18% B	35% C	44% D
Scores 9 and below, 74 cases.	(4:2-)	0 A	2% B*	14% C	83% D

* Most of these cases have some special explanation attached to the score such as nervousness when tested, tested after long absence from school, lack of understanding of the English language, which improved rapidly in the first grade.

group of children who are tested in June and return to school in September, with a possible mental growth commensurate with their chronological development.

When we have sufficient data, and if the data corroborate our findings to date, we shall have a basis for promotion to the first grade in the Intelligence Test, always used in connection with the child's record of social adjustment and physical condition.

SARAH A. MARBLE,
Kindergarten Director.

WHAT CONSTITUTES READINESS FOR READING? .

A recent survey of a large school system brought out the fact that in that particular system kindergarten trained children were the failures in the first two grades. The report added that kindergarten trained children seem to show no desire to read, in fact were bored by reading in the first grade. This report would be discouraging were it not for the fact that in this particular system certain existing conditions may have had a large part to play in these findings. In the first place, connecting classes which were more or less formal were a required part of the kindergartner's program and children were being forced to read who showed no desire. Reading, no doubt, is a bore after a few months of such a program and failures are likely to occur. In the second place, the program of the first grade in this

instance is very formal and entirely different from the program of the kindergarten and the children very likely find it hard to adjust themselves to the primary program in one year.

The first statement which I have made brings up the question as to just what does constitute readiness for reading, what factors enter into the ability to learn to read. Achievement tests were recently given to 163 college students and the highest correlation between tests and the results of intelligence scores existed between reading and the intelligence score. This would lead us to believe that intelligence plays a large part in reading ability. However, experiments with children show us that it is not alone the mental age which determines readiness for reading, for in many instances children who are five years of age chronologically, with a mental age of six and a half or seven, are not ready to learn to read nor does chronological age determine this ability or we would not have seven and eight-year-old children in our first grades. Social characteristics and experience certainly play some part but to what extent they enter in we have not been able to show, up to this time.

If we can throw any light upon this subject through controlled experiments, it will give us much fairer grounds for promotion from kindergarten to the first grade and might incidentally give us some

idea of what subjects to include in our first grade curriculum.

LAURA HOOPER,
*Director of Educational Tests,
National Kindergarten and
Elementary College, Chicago.*

HOW SPEECH-CORRECTION WAS INTRODUCED INTO THE KINDERGARTENS OF A PUBLIC SCHOOL SYSTEM

The aim of speech correction is to correct all defective speech and to develop speech capacity.

Speech correction is a valuable asset to every school system, every home and every child, even to the child who has correct speech, for through this drill comes an ear acuity, a fluency of speech, a flexibility of voice and a mental alertness which culminates in a personality development.

Scientists are discovering that defective speech and its resultant mental and personality complexes may be important causative factors in behavior problems of school children.

A child with defective speech is tremendously handicapped, both educationally and socially, he feels his inferiority and becomes self-conscious and unhappy, a misfit with children of his own age.

If we can choose only one opening for speech correction in our schools let us not lose sight of the fact that in the kindergarten the orientation or the perspective value of speech correction is one of prevention, the initial step towards preventing all cases of defective speech in the grades.

Economically it is valuable to start Speech Correction in the kindergartens for the younger the child the more easily his speech is corrected and he is relieved of a handicap early in life.

The Public School System of Oklahoma City is the first to place speech correction in the kindergarten department only.

This method eliminates all follow up work and many children are promoted with their speech only partially corrected which proves

that the work should continue as long as the child requires help.

How to bring speech correction before untrained teachers when it belongs in the field of specialization was a problem.

A try out was made during Institute Week, consisting of clinical demonstrations and lectures. These were continued throughout the year. This work enabled all kindergarten teachers with the assistance of the supervisor to do speech correction in her own kindergarten.

All five-year-old kindergarten children were given a speech and mental examination, this examination to determine:

1. The speech capacity
2. The speech defects
3. The mental age
4. The chance for improvement

The record of the case is most important, owing to its influence on the treatment and serving as a check for future reference.

The history is furnished by the parents.

As a result of this examination three hundred kindergarten children were placed in speech classes.

A survey was made in a ward school of two hundred fifty children in grades from one to seven inclusive. Twenty-four children were found to have defective speech. This did not include the twelve cases in the kindergarten.

Types of defects were as follows:

Phonetic
Stammerers
A cleft palate case
Delayed speech
Feeble-minded speech
Thick speech
Clinged teeth

It is impossible to give all of the accrued benefits of this work or histories and improvement of special cases; I will only state that the results have been remarkable.

SUSAN R. THOMPSON,
*Supervisor of Public School
Kindergartens and Speech
Specialist.*

Emotional Needs of the Pre-School Child

LUELLA A. PALMER

Director of Kindergartens, City of New York

CHILDHOOD has not yet come into its full rights. The class of adults, parents, educators, physicians, philanthropists, social workers, civic planners, architects, have lately conceded it a more important place in their thoughts and plans, but in spite of this newly awakened desire to provide for the welfare of children, ignorance of their needs prevents a full return for the best meant efforts. In working for well balanced and rich development all phases of a child's nature must be taken into consideration. An environment must be provided for each child which will develop all of his changing, growing powers to the limit of their capacities. Then the child will take his rightful place at the core of the world's life and progress.

Particular emphasis is being placed upon conditions that will promote the physical health of children. The statistics which were gathered in regard to health during the last war revealed that a large percentage of the young men of the country were physically under-developed or diseased. An attempt is being made to prevent this condition in the rising generation. Schools which primarily were intended to give intellectual education are introducing physical education as one of the essential phases of their curriculum. There are two aspects of child welfare which promise in

the near future to receive a fairly adequate degree of attention, the intellectual and the physical.

If it is accepted, without further question here, that character is the highest aim for human development then there are needs of childhood, other than physical and intellectual, which must be considered in order to utilize all of the child's native forces that can be directed towards the desired end. The emotional and social capacities of the child must receive their share of attention in any complete scheme for child development.

Dr. Suzzalo outlines the influence of the emotions upon life as follows:

The vital emotions, pride, anger, indignation, ambition, sympathy, jealousy, etc., have usually a direct reference to one's relationships to other human beings. They are the feelings which are at the back of social progress and social order. . . . The function of the emotions is to be found in their stimulating quality. They drive the human being into action; they reinforce a line of action already in progress. Without substantial emotions a man is likely to be pale and colorless in the world's affairs. It is emotion which gives fire and force to human life, which, cultivated above their instinctive basis, drives a human being into world action, to make him a force for good or a force for evil.

The present paper is limited to the emotional needs of the child before he reaches school age and I wish to emphasize particularly the earlier part of this period. If six years is selected as the

school age then the pre-school years cover many steps in the changing of these needs. At birth the child is principally a mass of physical sensations, his emotions are concerned with bodily discomfort and with pleasure at its relief. By six years of age emotions are still connected with the physical state, but mental and social environments have a large share in their determination.

Before the first birthday a child begins to discriminate certain pleasurable states of his physical being and to connect them with certain actions of his own. These acts are then performed for the pleasure of their accompaniment and signs of anger may appear if efforts are not rewarded. Surprise, curiosity and fright apparently dawn before the end of the first year. There are actions also which seem to indicate that jealousy, sympathy, humor, pleasure at approval of others and elation at producing an effect have also been felt in a slight degree. These emotions develop in intensity during the pre-school period. Between three and four years of age a feeling of contrariness very often emerges and gives rise to the desire to oppose others. About four the character of social feelings changes and pleasure begins to be extremely marked in the proximity of playfellows. Between this time and the sixth birthday emotional states are closely connected with the type of activity that is undertaken in the society of other children, particularly those of the same age. It is during the pre-school period that a child acquires basic human characteristics and enters into a human consciousness. At birth he is much like a little animal except that waiting to be aroused is the tendency to become a humanized being. The environment during the pre-school

years determines to an important extent the development of human personality.

A child in a normal family group comes in contact with persons both older and younger than himself. Until about three years of age he hardly realizes himself as distinct from the group, he lives in its life and takes, unquestioning, his share in its activities. This is true whether the child dominates others or is subordinated, he accepts the place accorded to him. His feeling of selfhood incorporates the reaction from others. Into his feeling of selfhood enters also the feelings aroused through watching the activities of others, sympathetically entering into them and imitating them. He takes on different characteristics, feels differently in relation to each person and in performing each activity, questions arise in regard to motives for activity and communication enlarges ideas and feeling tones. The "my" feeling embodies besides the bodily states, the shared experiences of the group, the responses from others, the emotions aroused through imitating others and conversing with others.

About three years of age a child begins to separate himself in his thought from the family group. Individual consciousness arises out of family consciousness. It is the dawn of his feeling of uniqueness, an entity different and separate from others. He needs to contrast himself in thought and action with others. He is contrary for the sake of being contrary, he must set himself apart to feel his distinctive personality. Differences in occupation and treatment from those of others help in the process of differentiation. Comparison of desires and pleasures hastens this end. A child learns in the family group that although he has a unique, dis-

tinctive place with certain rights to be respected by others there are ways in which he must conform to general rules. He develops a feeling for law as decided by a higher authority for the good of all.

About four years of age a child reaches out for association with persons with whom his relationship is more uncertain. To make his selfhood still more evident, he needs to measure himself with those who are much like himself. He needs to make finer discriminations about himself to test the degree of his likeness and separateness by coming up against similar beings. At first he acts alongside of his playmate in his own peculiar way, then, discovering mutual interests, he acts with them and finds greater joy in the shared activity than in independent action. If an energetic personality has been begun in the family group the child soon sets himself in contrast to his mates by trying to dominate them, to impress his distinctive "contrary" thought upon the group. He feels the growth of his self through power to use others in activity. It is only later after school life begins that he appreciates that he may have a particular value in the group action even when he takes a subordinate place. His worth in a co-operative plan is dependent upon the growth of the individuality developed during the earlier years.

The first six years cover the period when the tendencies which are to be motive forces in the life of the individual acquire their initial direction and strength. It is only recently that the extreme importance of this period has been acknowledged. The *Pre-School Child* by Arnold Gesell, a book published in 1923, explains the new era in the scientific study of the young child. No discussion of the subject would be complete without referring to it.

The pre-school period is biologically the most important period in the development of an individual for the simple but sufficient reason that it comes first. Coming first in a dynamic series, it inevitably influences all subsequent development. These years determine character. . . . Almost from the beginning (development) is social, emotional, moral and denotes the organization of a personality. The infant . . . is acquiring attitudes towards things and persons, prejudices inclination, habitual preferences, inhibitions; he is incorporating modes of behavior . . . which psychologically are at the core of personality. . . . So potent are these fundamental lessons that this period easily becomes the soil of perversion, inefficiency and distorted or curtailed development. Psychoanalysis reveals significant instances in which unfortunate experiences in the first years of life were competent to produce developmental disharmonies resulting in abnormal adult behavior.

A problem which is vital for human progress is the provision of the best environment for children at this critical period to aid in developing strong, well balanced personalities. Dr. Gesell writes as follows:

The body thrives on milk but the mind on personal relations. The dependence of a baby on a personal environment is almost as close and direct as was the placenta of the baby to its host. The affection, the handling, the ministrations, the language of parental care together constitute the very matrix for the early growth of mind and character. The docility of the child and the solicitude of the mother establish an interdependence ordained by instinct and perfected by tradition. Brothers and sisters, the father, toys, house, garden, street, all become interwoven into this relation and contribute to the kernel of the growing personality. Through these influences the child becomes anchored to his home and acquires a fundamental trust in life. In many subtle ways he also acquires permanent predispositions. Take all these influences away or distort them and the result is a starved or distorted personality. Better fortune in later years may compensate but it can never replace the value of normal domestic experience in the pre-school stage of life.

According to this strong statement a home is the best environment for a young child.

In the past few years there has been a movement spreading widely and rapidly to establish all-day nurseries for the pre-school child. Modern nurseries under the stimulus of the nursery school movement are now providing model conditions for many phases of child welfare. There are outdoor playgrounds, hygienic facilities for washing and bathing, provision of nutritious food, well cooked, daintily served and at regular intervals. Nurses supervise the health habits of the children. No praise could be too high for much that is being done for the physical health of the children. But do nurseries and can they because of their necessary character provide response for all the important needs of childhood at this period? Does the socialization of the maternal and family functions supply the conditions for right mental hygiene?

Again I turn to the psychological authority: "As a sociological venture and educational experiment the nursery school will be watched with interest and critical expectation. It cannot be a panacea for the pre-school child; it may even have a hidden danger or two." It is these dangers to which I should like to call attention. We should pause to reflect now or regret may come too late, when the children of today's nurseries have grown to a dwarfed youth.

A child too early condemned to associate constantly with a group of children of his own age is denied the most effective means by which to strengthen his personality. He has little opportunity for contrasting his actions and desires with those of persons unlike himself, those

younger or older. He also has little opportunity to obtain responses from such people, no stimulus is supplied to encourage variation of his own characteristics to meet varying personalities. Seeing little around him which is strange to his own interests or novel in activity, he discovers little to imitate and so has small chance to incorporate into his feelings the motives which prompt the activities of those wiser than himself. There is the drabness of sameness for the little child in the nursery just at the time when he needs sharp contrasts to make his selfhood stand out; no richness and depth of feeling is cultivated. There are few occasions for surprise and curiosity, consequently mental alertness is not developed; there is little desire to ask questions and ideas remain barren and vague because not enriched by the larger experiences of others.

Since a child does not gain a clear idea of his ego, he does not realize the individuality of others. He develops little sense of property rights. In the family there are large shoes and small shoes but all shoes of his size belong to him. In the nursery there is no childish way to distinguish individual possessions, justice demands no favoritism. Teachers who receive children after several years spent in a nursery complain that they "fuss" with each other, probably due to constant association without stimulating thought; that they lack concentration, persistency, reasoning power, and are emotionally unbalanced, some stolid, some excitable.

Nursery children may be adjusted to the group but they are not creatively adjusted. They have learned how to mingle and take their share but their social tendencies have been early overstrained. Because they have not de-

veloped sufficient individuality before coming in contact with the group they cannot gain the social strength needed to force their ideas upon the group to plan a group purpose. They are weakened still further by not being able to use this means for enlarging selfhood. They form a habit of acting together, but not of acting together for a reasoned end. It is mob feeling, mob consciousness, acting together on impulse, which becomes worked into the system just at the time when the capacity to become a humanized, democratized being is dawning and should receive assistance.

For other reasons, important for the future welfare of home and nation, it is necessary for a child at this period to be well grounded in the satisfaction of home. The love of a mother for her child is instinctive but that of a child for its mother must be cultivated. Unless a home feeling, a mother feeling, a family, brother, sister feeling is developed at the time when they should become basic in a child's attitude toward life, it may be prophesied that when manhood and womanhood are reached as there is no emotional content for a home situation there will be little desire to have a real home. Will nurseries develop healthy individuals who will have small regard for home responsibilities? This would be a calamity, as home situations create some of the most humanizing forces in life. Dr. Dewey states in *Ethics*, "The family is the great socializing agency for the care and training of the race. This function reacts upon the character of the parents. Tenderness, sympathy, self-sacrifice, steadiness of purpose, responsibility and activity are all demanded and usually evoked by the child." These characteristics we cannot afford

to dispense with in the lives of the parents of the nursery children of today nor in the future of these children.

Nor can we spare from the home the stimulating mental effect of children. "The interchange of question and answer which forces the parent to think his whole world new, which with the allied interchange of imitation and suggestion produces a give and take between all members of the family is constantly working for fluidity and flexibility, for tolerance and catholicity."

The plea may be made that all-day nurseries are an economic necessity. If so, then the greater effort must be made to change economic conditions. Aside from humanitarian reasons, national foresight demands that for future racial progress, no harm should come to the child to thwart his complete development. The plea may also be made that home conditions are not conducive to child development. Then it is our problem to devise ways to improve the home conditions.

In well regulated nurseries the necessity for admitting each child is investigated. In spite of this vigilance there are many parents who find some nursery a convenient place for the children while a little extra money can be earned. Can we blame such a disregard for the full rights of childhood when the community makes it easy for a mother to provide attractive and physically ideal conditions for her child away from home but furnishes no organized help for her if she wishes to improve the training of her children in the home? Maternity Centers offer such help until a child is two years of age. Kindergartens are usually provided for those over four. If a child is between two and four years of age—a critical period, physically,

mentally, emotionally—there is no institution where the mother can turn for aid to learn the best conditions to supply for his growth.

The character of such help is outlined by Dr. Gesell.

Social control over the pre-school period must be increased, but it need not be autocratically done. New legislation and administrative coordination of existing agencies, and new methods of regulation and supervision must be evolved, but our main reliance should be placed upon methods which will preserve the integrity and responsibility of the home. . . . There should be periodic physical examinations and a consecutive health supervision throughout the whole pre-school period, beginning with the nursling . . . there is every reason why this oversight should be made to include developmental observation and educational guidance. . . . We must devise some way by which important errors and defects of mentality or of character development can be detected and perhaps mitigated. We shall always need a biographic, quasi-clinical type of observation all along the line. The farther back we push this observation, and the more closely we knit it to our public technique, the more likely we are sometime to accomplish preventive and reconstructive results in the field of mental hygiene.

The constructive suggestion which I offer is the establishment of a new type of center. It might be named Mother Help Center, Home Center, Observation School or Home School. I prefer the title Home Center. It will probably need to be started under philanthropic auspices but should eventually become one phase of public education as it contributes to the development of coming citizens.

At this center all mothers who so desire could register their children between two and four, or four and a half, years of age. Attendance would be limited to one designated day each

week. The daily register should not exceed fifteen and the total weekly register would therefore be 60 or 70 children according to the number of days that the Home Center was in session. Two child interpreters, either specially trained kindergartners or child psychologists should be in charge and a maid assistant. The Board of Health nurse or doctor would give daily consultation. Only the simplest treatment would be supplied at the Center, but clinics and specialists would be recommended in cases of necessity.

Children could be brought to the Home Center between eight and nine o'clock on the particular day for which they were registered. Each child would be examined by the nurse or physician and records made. The children would spend the morning in the outdoor or indoor playroom under the observation of the child interpreters, who would make records of occurrences which gave insight into the mental or social characteristics of each child. After luncheon the children would sleep from one to three o'clock under the care of the maid. During these hours and until four o'clock, the closing time, mothers would consult individually with the child interpreters in regard to the records and future training of the children. Occasionally during these hours the mothers could be gathered in groups to listen to experts upon various phases of child welfare. If the child had been under the supervision of a Maternity Center for the first two years of its life a continuous record from birth would be available to pass on to the school. Education could be adapted to the needs of the particular child from the very beginning of its school career.

The cost of maintaining a Home

Center would be approximately the same per capita as the average kindergarten. The number of professionally trained adults in charge would be the same and the attendant. The outdoor and indoor rooms should be about the same size in order to give freedom for physical movement. The equipment would be slightly different. Fewer chairs and tables would be needed but fifteen small folding cots would be required. Facilities for providing a hot lunch must be available. If the total register was limited to sixty during the week to attend on four days, the teachers could visit in the homes of the children on the fifth day, thus performing the function of a social home worker.

It is in the pre-school years that the foundation for character is laid. Phy-

sical health is of vital importance at this time as is also mental training. They aid in character building; but training of the emotions and social adaptations are just as important in their effect upon the individual's attitude towards life. For complete, happy development of childhood, which will lay a firm foundation for the best type of manhood and womanhood, the family life must be maintained. Mothers should have at their disposal the knowledge which experts have gathered in regard to the needs of children and how to supply them. While maintaining the home they should be aided in providing the advantageous conditions which can be found in outside child welfare agencies. This aid could be given through the establishment of Home Centers.

Of all the gifts that come to cheer,
The best one is a brand New Year.
Snow-wrapped and holly-decked it comes
To richest and to poorest homes.
Twelve jeweled Months all set with Days
Of priceless opportunities.
A silver Moon and a golden Sun,
With diamond Stars when the day is done;
And over all a sapphire sky,
Where pearly clouds go floating by.
Joy to you for the Year that brings
So many and such precious Things.

Bertha E. Jaques.

Department of Nursery Education

A Problem Child in a Nursery School

ELIZABETH LORD

MAMIE is the youngest in a family of three children; her parents are Polish and Polish is the language spoken in the home. In September, 1924, Mamie was four years and eight months old. As she had been in a day nursery for two years, she was presumably ready for kindergarten and was entered at the beginning of the year. After a few days in kindergarten, however, she was returned to the day nursery with the report that the kindergarten could not keep her; she was disobedient, and would not take part with the other children in the school activities. In general, she was "impossible."

Mamie, therefore, was taken into a nursery school as a problem child. As there were only six children older than herself, she could easily dominate a number of younger children. Unfortunately her social adjustments presented distinct difficulties, as the kindergarten had discovered. During the first two weeks the following notes were recorded:

She is sulky and excitable . . . shows anger by kicking and screaming. She is very selfish and does not respect the rights of others. She is not obedient or truthful. Although she prefers to play with the group and at times is interested in the younger children, in caprice she pinches and teases them. When denied, she frequently reacts violently by crying and biting.

In the psychological examination made October 6, after the child had been two weeks in the school, we found that her general mental development approximated three and one half years. A wide range in ability was noted; although her

drawing was about average for four years, her comprehension of verbal instructions resembled more nearly a three year average. She lacked persistence, initiative and alertness. Her intelligence was summed up as below the average but not mentally defective in quality.

In December, as the child was five years old and seemed equal to kindergarten work, placement in kindergarten was again considered. Her behavior was summed up in the following notes:

She is still anti-social in behavior, constantly egging on the other children to mischief, and making unkind remarks about them. She is still selfish, but has learned that she is expected to share with the group. Although she cannot be trusted to act rightly on her own responsibility she is moderately obedient. She still occasionally reacts violently when denied but she has not hit out much during the past month. It is felt that she would now benefit from a group of children her own age where she cannot so easily dominate.

A psychological examination was repeated January 6th, three months after the first examination. In the interval she showed marked improvement in several respects. In performance type of tests there was an improvement from a three-year to a five-year average, in drawing from four to five-year average, in number concept from three to five-year average, in language from three to four-year average, etc. She was more alert, more spontaneous, and at the same time gave evidence of much greater critical ability.

After Mamie had been in kindergarten

three weeks, a follow-up visit was made at her school. The teacher reported that there had been no real problem in adjustment; during the first few days Mamie had been shy and unwilling to mingle with the group but now was taking her part very nicely. When the teacher was urged to give more particular observations, she said, "We have no trouble with her. She seems to like singing very much and I have noticed that she is particularly obedient."

The improvement that this child showed opens up a great number of problems for discussion. Four months previously the child did not adjust satisfactorily in the kindergarten group and was admitted to a nursery school. By tests, three months previously she was far below the standard of kindergarten work but on second examination it was clear that she could hold her own in a four-year group (she was actually five years old). If the child had been merely rated uncritically on the Stanford Binet, we should find improvement in three months from a mental age of 40 months to a mental age of 50 months with a change in intelligence rating from 71 to 83. Moreover at the first examination, since the lower age levels are generally considered too easy, the rating might have implied that the child was mentally defective. A broader clinical examination showed, however, that although her performance was highly unsatisfactory in many instances it did not suggest the immaturity of the three-year child, nor was she defective in poise and attention. A few more concrete instances in the two examinations will bring out the situation more clearly. Although she could not draw a square (Binet four-year test) she showed definite four-year ability in drawing, and easily drew the square on the second examination. In

tests of form discrimination, in the first examination she made an impulsive error in such a simple test as the adaptation to a three hole Form Board, and failed to comprehend the problem in matching Binet shapes; in the second examination we saw deliberation in her adaptation to the Form Board, eight Binet shapes were matched, and there was success on the Patience Card (Binet five years). The least improvement was shown in the comprehension questions. In both examinations she gave only two correct responses to the four-year comprehension questions.

Perhaps this type of analysis of success and failure gives a clue to the situation. That is, we may grant an unusual gain in ability on performance tests and in adjustment to social situations, but the lack of improvement in the comprehension questions on the one hand, and the successes which are not credited on the Binet on the other hand, give an explanation of an incomprehensible change, if the Binet ratings alone were considered. Through intensive training in the nursery school she was able to equal in more situations the capacity which wider testing had indicated on the first examination. In comprehension of abstract situations she revealed on both examinations her limitations. We may consequently give credit to the nursery school for increasing her motor skill, her vocabulary, and changing her attitude toward group work and play, but in spite of the enormous gain suggested by the Binet examinations we have not the spectacular gain in intelligence that the uncritical acceptance of these ratings would imply. In other words the nursery school developed potential ability that might otherwise have been thwarted or distorted, but it could not supply intelligence.

Music Department

GRACE WILBUR CONANT, Editor

WHAT THE CLOCK SAYS

HERBERT SCHOLFIELD

A. B. PONSONBY

With steady rhythm

“Tick, tock,” says the clock,

“Though the years pass slow, Lit - tle boys and lit - tle girls To

men and wo - men grow.”

National Council of Primary Education

FRANCES JENKINS, EDITOR

Editor's Notes

CHICAGO has taken the lead in bringing together all those interested in the education of the little child as The Central Council of Childhood Education. This includes both members of the International Kindergarten Union and members of the National Council of Primary Education, in addition to others interested in this work. About two hundred and fifty met on November 7th when the following subjects were discussed:

Kindergarten Section: Topic, *Drawing and Painting in the Kindergarten; Materials, Methods of Presentation, Objectives and Suggestive Experiments*. Discussion led by Miss Florence Williams of the Art Department, University of Chicago.

Primary Section: Topic, *Appreciation and Writing of Poetry*. Discussion led by Mr. John Merrill of the Francis Parker School.

Supervision Section: Topic, *How to Keep the Above Average and Superior Teacher Growing*. Discussion led by Miss Myrtle Kaufmann of Logansport, Indiana, and Miss Olive Russell of the Chicago Normal School.

Teacher-Training Section: Topic, *Grading the Student Teacher*. Discussion led by Miss Etta Anchester.

From sixty-five to seventy Hammond teachers, members of the National Council,

attended their local luncheon on November 5th, and some two hundred were at the Lake County Section.

Miss Lucy Gage met large groups of the National Primary Council at Omaha and at Hastings, Nebraska, in connection with district meetings of the Nebraska State Teachers Association.

A visit to Utah at the state meeting of the Utah Education Association disclosed a very active interest in present-day primary problems on the part of the teachers attending the meeting.

A day spent in Denver was made memorable by visitation to two beautiful new platoon schools in which fine provision has been made for modern kindergarten-primary work and the Curriculum School in which changes suggested by the new curriculum are carried out in laboratory fashion.

A meeting of the Board of Directors of the National Council of Primary Education was held in Chicago early in November. Final plans were developed for the Washington meeting and also for the extension of the work. The Kindergarten-Primary Section will hold its meeting in Washington on Tuesday, February 23rd, at 2:30; the topic for discussion being, *Problems in the Field of Kindergarten-Primary Education*. The speakers will be Dr. Charters of the University of Chicago, Superintendent

Scott of Springfield, Mass., Miss Letha Hahn of San Francisco, and Dean Kelly of The University of Minnesota.

The joint luncheon of the National Council of Primary Education and the National Conference on Educational Method will be held on Wednesday, February 24th, at 12:30 in the ballroom of the beautiful Mayflower Hotel. The topic for discussion will be, *Current Practices in the Early Grades*. These will be presented by workers in the field and Dr. Kilpatrick will close the meeting by evaluating these practices.

The business meeting will be held at 11:15, immediately preceding the luncheon, at the Hotel Mayflower. At the business meeting will be displayed the pictures which are the new venture of the Board of Directors.

The directors will recommend at this meeting the raising of dues from fifty cents to one dollar a year for associate members and from one dollar to five dollars a year for contributing members; each state to receive, as heretofore, ten per cent of the amount collected. Local

dues will depend upon the vote of individual groups. The Board will also recommend that there be a new department created by the National Education Association to be known as The Kindergarten-Primary Department.

From many sections films suitable for stereoscope pictures or for moving picture films are being obtained. These represent the newer units of work and seem to offer a very feasible method of extending the influence of the Council. The Board of Directors therefore authorized the preparation of a number of plates, these to be ready in time to present at the business meeting in Washington. A small charge for rental will be asked. It is hoped that state and local chairmen will find these pictures a desirable addition to their programs.

Recommendations for intensifying the coöperation with state chairmen and with committee chairmen were developed at this meeting. Initial plans were also made for the survey of conditions which it is hoped to undertake during the next three years.

Remedial Cases in Reading Helped by a Reading Clinic

For the last five years a reading clinic has been held in connection with a class in Investigations in Reading, at the College of Education, University of Cincinnati. The clinic serves the double purpose of illustrating practice to mature students and of giving help to individual children. Students in the class are at liberty to bring in cases which come under their observation and teachers in the public schools are also free to do so. At times, parents accompany the children, also. Only children of normal intelligence are received.

A brief history of the child's schooling is obtained and certain facts as to

sight, hearing, etc. If a psychological test has not preceded the visit to the clinic, one is recommended.

An informal test is given by the teacher in charge. This consists of allowing the child to read part of a story of his own selection, several books being presented from which he may choose. During this testing, points listed on the second blank (attitude, confidence, etc.) are noted, both by the examiner and by the students. Following this, certain standard tests in reading are given by the students. They work in groups, the chairman of a group giving the test and the others observing. The chair-

man of one group passes on to become an observer in another group, and his place is taken by one who has been an observer. The tests used have been:

Thorndike's, Scale Alpha Two, For Measuring the Understanding of Sentences, Parts I and II.

Thorndike's, Visual Vocabulary Scales A2x, and A2y.

Monroe's, Standardized Silent Reading Tests.

The Burgess Scale for Measuring Silent Reading.

Gray's Oral Reading Paragraphs.

Indiana test for First Grade Reading Vocabulary.

As a result of these tests, certain remedial measures are suggested, and the teacher is asked to return with the child to the clinic at the end of six weeks. Three such visits are frequently made, although there are cases in which only a second visit is required, advance having been so rapid that further help does not seem needed. The remedial measures recommended are those which have been obtained from reference material or which have been worked out by the class itself.

BLANKS IN USE

READING CLINIC

Name..... Age..... Boy or Girl.....
School..... Grade..... Teacher.....
Intelligence quotient.....

HISTORY.....

PHYSICAL DIAGNOSIS:

Eye.....
Ear.....
Speech.....
Nerves.....

PSYCHOLOGICAL DIAGNOSIS.....

READING DIAGNOSIS:

Attitude.....
Confidence.....
Sight words.....
Context words.....
Phonic sounds.....
Use of phonics.....
Phrasing.....

READING TESTS:

NAME OF TEST	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	GRADE VII	GRADE VIII
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RECOMMENDATIONS.....

RESULTS.....

RECOMMENDATIONS FOR HELP

With sight words

Certain children are greatly handicapped in their reading because they do not know thoroughly the common colorless words which occur over and over again. Because of the lack of associations which these words produce, their mastery is extremely difficult, but it is essential if reading is to become a tool.

The best selection of sight words upon which to drill a pupil is a list discovered by the teacher as giving him specific difficulty. The best use of such words in drill is in phrases or word groups in which they have natural relations.

The lists given below may be arranged as grouped on cards, ten or twenty to a card, and the pupil held to mastery of one card at a time. The short list of opposites may suggest other pairs of opposites. Many types of drill may be given with these lists.

Be, because, became, before, begin, behind, between. At, ate, any, as, all, about, above, among. How, who. But, by, bring. Any, many. All, almost. An, and, another. For, of, off, from, no, on, left, feet. Bought, brought. Now, know, knew. How, who. Tired, tried. Left, felt. These, them, than, they, then, that. Their, there; those, whose. Have, having. Such, much, though, through, thought, where, when, ever, every, very, never, could, would, should. Yes—no; pretty—ugly; sour—sweet; black—white; big—little; bright—dark; day—night; long—short; thick—thin; bad—good; hard—soft; high—low; sick—well.

With phrasing

Ability to read in larger units improves the rate of reading, therefore drills

which stress the phrase or word group are most valuable. This work should be given only to those pupils who need it.

Flash well known phrases on blackboard, cards, or in phrase books. Pupils may prepare the latter, one phrase on each page, ten pages to a book. Score by 100's. A book is mastered when 100 is scored two successive days.

Flash phrases referring to time, pupils pointing on calendar to days indicated; "*yesterday, to-morrow, next Saturday.*" Society of Study of Education, Twentieth Yearbook, Part 2, p. 172.

Give simple stories typewritten in thought phrases separated by half-inch spaces. "They were very hungry because they had not had anything to eat in three whole days."

Use tangled sentences in which phrases are disarranged. "To be food/these pellets/for the bee babies/he carries home."

Have pupils draw vertical lines in newspaper paragraphs indicating grouping. Have them underline well known groups.

Give practice in rapid silent reading of easy material, the pupil being limited in time to from one to three minutes, then tested on the material read.

Arrange for pupil to have access to a large amount of reading material.

Of forty-six cases brought to the clinic, six proved too immature; eight were sub-normal or belonged to the dull, slow group; and four eventually moved to other cities. Many did not make the three visits because the inspiration from the first test, with the remedial suggestions, proved sufficient. Three, while not reaching standard scores, improved their own scores. One, in spite of all coaching, retrograded; he should have

had a second psychological test. Eleven children made unusual strides. They were distributed as follows:

GRADE	NUMBER OF CASES
2	3
3	1
5	2
6	2
7	1
8	2

The children fall into three types of attitude—the interested, the indifferent, and those who dislike reading. Sixteen were of the first type, one becoming interested after the first visit to the clinic; five were of the second type, partly because they were read to so much at home; seven cared nothing for reading, one saying he disliked it “because it is so hard.” Lack of confidence seems a very common difficulty. Nine seemed to have no fear of their ability, although three of these mis-called many words or read from memory. Nine had a fair amount of confidence, realizing their defects but being anxious to learn. Four were indifferent. Six had no self-confidence, and very pathetic little remarks told of the nagging and discouragement of home and school. Several of these children were very happy when they succeeded, after remedial work was given.

The lack of sight words was a handicap in a number of cases. Seven children knew a reasonable number, eight had a fair knowledge, and twelve had much difficulty.

Certain of these cases were very capable in getting words from context, but they had not been taught to make use of this ability. Children from cultured homes, where conversation and discussion of things of interest took place,

naturally had greater power here. Thirteen had no ability to get words from context; eleven were able to get a few through the help of the tester; three had no power. One knew words in certain situations, but not in others. The phonic knowledge of the children was frequently limited in spite of their having been exposed to much phonic training. Fourteen knew initial sounds and some phonograms, but in most cases were unable to blend. Three were excellent in phonic knowledge; eleven knew very little. In the use of phonics, however, the children failed far more than in their knowledge of phonic elements. Evidently not enough is done in helping the child to apply his knowledge in this direction. Eighteen children made no attempt to get a new word by sounding, although four of these had some knowledge of phonics. Ten made slight, but in most cases futile attempts; two of these when urged were successful. Eight children voluntarily used their knowledge of sounds in attacking unknown words.

Phrasing was in most cases poor, because of weakness in the above elements of the diagnosis. With eight children there was good phrasing when the words were known. Four failed in phrasing when words were known and sixteen were slow word-callers.

Several parents were found who had no means of judging progress and who were urging children to a standard absolutely beyond them. One of the eighth grade boys was radiantly happy when he finally made an eighth grade score. Having difficulty with some of his work in high school, he referred his teachers to the clinic for information as to the nature of his difficulties. This brought about a fine bit of coöperation.

Certain striking cases were observed, perhaps the most interesting being that of C. I. This was a sixth grade boy with an I.Q. of 125, from an exceptionally fine home. He had been read to a great deal, but in order to help him outgrow his difficulties, his parents were requiring him to read aloud to them every night. In the first test he made a seventh grade comprehension score but only a third grade vocabulary score. In his oral reading he showed no power of attack on new words, calling an unknown word almost anything, no matter how nonsensical. Recommendations were that all oral work be discontinued, he was urged to attack a word with a feeling of responsibility for actually knowing it, and the making of a dictionary was prescribed. This was to consist of five hundred words of approximately sixth and seventh grade difficulty, arranged alphabetically as to first letters, and brought to the clinic. In six weeks this boy reached a fifth grade vocabulary

score; in another six weeks he reached a seventh grade score. Throughout, emphasis was laid on the fact that the words in his books were the words he was hearing constantly.

In the five years of its existence, this course has not only helped individual children handicapped by reading disabilities, but has made teachers realize that a child who is a reading problem needs specific help. Carelessness is no longer accepted as a blanket excuse for such children. The child with normal intelligence should learn to read. In December, 1924, tests were given in nineteen schools to discover those normal first grade children who had not made satisfactory progress. These children were placed in small groups and given specific help, with the result that in June almost all were ready for the second grade. This seems to indicate that it is possible to make definite progress in reaching the children who have this special disability.

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- ELIZABETH PYLE,
Supervisor of Primary Grades,
Covington, Kentucky,
AND
FRANCES JENKINS,
Assistant Professor of Education,
University of Cincinnati.

Class Projects in the First Grade

BEATRICE A. DIGNUS

Teacher Kindergarten Extension Class, New York City

II. The Library Project

DURING the month of December, the children began to show an interest in reading books other than their regular and supplementary readers. In order to sustain this interest, the teacher suggested having a library.

We visited the school library and also the public library, noticing the essential details. Upon our return we discussed in an informal group possible ways for making a library of our own. The first topic for discussion was suitable locations for the shelves to hold the books, the librarian's desk and the reading room. Next we discussed the kinds of books, best method for making books, cover designs, titles and binding of books.

To make the book shelves the children secured the boards from nearby merchants and brought them to school, eventually measuring and sawing them and fitting them in their proper places. A kindergarten extension table was used for the librarian's desk and labelled "librarian." An inking pad and a date stamp were placed on the desk to stamp the individual cards, which were made by the children.

A library card was brought to school and used as a model for the children in making their own cards, which were of oak tag. Across the top of the card was printed "Library Card," directly underneath the individual child's name, ab-

breviation "No." for the number of the book, next to "No." the words "Taken out" and "Returned," e.g.

Library Card		
Child's name.....		
No.	Taken Out	Returned
.....
.....
.....
.....
.....
.....

The most important topic for discussion was the kinds of books for the library. In this connection the teacher purchased the entire set of Manual Arts Tablets from Prang & Co. "Booklet making" is the basis of the work with these five tablets. Coloring and cut out work, sentence building and pasting are all included. The five tablets of educational handwork are "The Farm," "The City," "The Home," "Action," and "Domestic Animals." These were distributed among the children. The children were permitted to choose their own topics and were held responsible for the title of the book, cover design, binding of book, placing of observations and choice of proper stories to accompany the illustrations. Four or five small books were compiled from one tablet.

Besides these books many original books were made by the children, illustrating the *Three Bears*, *Three Pigs*, etc.

While at the library we had noticed the envelope pasted in the front of the book to retain the library card, and the slip of paper showing the number of the borrower's card, the date borrowed and the date of the return of the book, similar to the library card. The books were numbered and placed on the shelves and classified, as "Animal Books," "Fruit and Vegetables," "Flower Books," "Bird Books," "The Farm," "The City," etc. The books which did not conform to any general heading were put under "Miscellaneous." All classifications were labelled.

A large chart made by the teacher, giving the title of each book and its number, was placed in a conspicuous part of the library as were the signs "Library," "Reading room," and "Silence." The reading room sign was hung in the front of the classroom, for the children decided that all space outside of the library proper was to be used as the reading room.

One topic for discussion was rules for the library period. The rules voted upon and adopted were:

1. The books were to be borrowed on Friday afternoon and returned on Monday morning.

2. Only children receiving 100 per cent on the weekly grade test in arithmetic were to have the pleasure of a book. This rule developed as a result of the children's desire to retain their good standing in the weekly grade tests. In the extension class, we had a few children who were immature and unable to grasp the work at the same rate of speed as the more mature ones. It was necessary for these children to take the test

with the rest of the class and consequently our average was at times lowered. It became a class problem. A number of the children offered to assist these immature children after school hours, in order to retain or raise our average. As a result, when the rules for the library were being organized, the children suggested that those who did not receive 100 per cent on the weekly test, were to be deprived of books. This rule was one of the first offered by the children and was based on their personal interests.

3. Strict adherence to silence was to be kept during the library period.

4. A fine of two cents was to be imposed on any child returning a book torn or in a soiled condition.

5. A fine of ten cents was to be imposed on any child who lost a book.

6. A straight line was to be kept at the librarian's desk, no crowding.

7. The librarian and librarian's assistant were to be chosen by popular vote.

Results were obtained in oral English, supplementary reading, hygiene, writing, number construction work, manual arts and conduct. In oral English we discussed various methods for making the library, the necessary equipment, the kinds of books, best method for classification and rules to be enforced during library period. Charts, signs, short sentences on the blackboard relating to experiences at the library were composed and read by the children, as were the library rules, titles of books and names of classmates. These furnished a source for supplementary reading. When a child returned on Monday, able to read the book, he was given an opportunity during story period to read to the entire class. Education in hygiene was given by emphasis upon the proper

position for holding a book, best methods for turning pages of book and care of book. Exercise in writing was given through construction of library cards, slips for books and titles for books. Opportunity was given for number work through numbering the pages of the book, giving each book a number, measuring the shelves and spaces in cards for dates. Results in manual arts were obtained through design, suitable coloring, proper spacing and binding of the book. Good habits of conduct were formed by courtesy on the part of librarians and visitors to library, keeping in line, waiting for one's own turn and no crowding. The library offered ample opportunity for the exchange of books and ideas.

An interesting feature of the project was the opportunity which it provided for

the exhibition of varying traits of personality. During Edith's term as librarian she believed implicitly in the "silence" rule and saw to its enforcement. If there were any deviations from this rule, Edith would merely drop her pencil and wait for silence. It required no other effort on her part to produce the desired result and to inform the visitors that a rule had been broken. The fact that the children enjoyed this method of enforcement was shown in the election of Edith on many successive Fridays. On another occasion, under a gentleman librarian, when the line did not conform to his idea of what a line should be he immediately, without any comment, left his seat and straightened the line to his own satisfaction.

Meeting of Council of Kindergarten Supervisors and Training Teachers

Arrangements for the session of kindergarten supervisors and training teachers to be held during the convention of the Department of Superintendence of the N. E. A. in Washington, February 21 to 25, are well under way. As noted in the November issue of the journal, there will be a joint meeting with the National Council of Primary Education on Tuesday, February 23, with a valuable program.

A breakfast for kindergarten supervisors and training teachers, and others engaged in administrative work has been arranged for Tuesday morning, February 23 at Hotel LaFayette (\$1.25 a plate). It will be a great help to those in charge if reservations are made beforehand. Please write at once to May Murray, I. K. U. Secretary, 1201—16 Street, Washington, D. C., if you wish to attend this breakfast.

STORY CONTEST!

A prize story contest will soon be launched by CHILDHOOD EDUCATION. This will be directed by the Committee on Literature of the International Kindergarten Union, and a group of competent judges will be selected by this committee.

Watch for further announcement!

International Kindergarten Union

Headquarters

1201 Sixteenth Street, Washington, D. C.

Officers

President, MISS ALICE TEMPLE, Chicago, Ill.

First Vice-President, MISS MARY DABNEY DAVIS, Washington, D. C.

Second Vice-President, MISS MARION B. BARBOUR, Chico, Cal.

Recording Secretary, MISS LOUISE M. ALDER, Milwaukee, Wis.

Cor. Secretary and Treasurer, MISS MAY MURRAY, Washington, D. C.

Auditor, MISS GRACE L. BROWN, Cleveland, Ohio.

Next Meeting Place

Kansas City, Missouri, May, 1926

The Final Work of Our Kindergarten Unit in France: The Building of the Maison de Tous (House of the People)

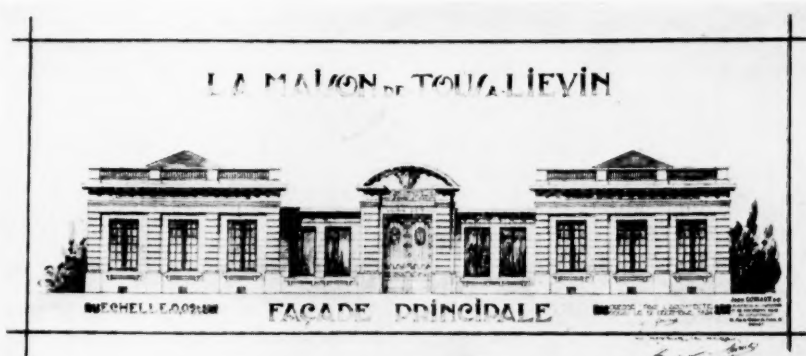
FANNIEBELLE CURTIS

The record of the work of our Kindergarten Unit in France is written in the hearts of readers of the journal of CHILDHOOD EDUCATION.

The *Maison de Tous* is under construction and Miss Remy's account of the laying

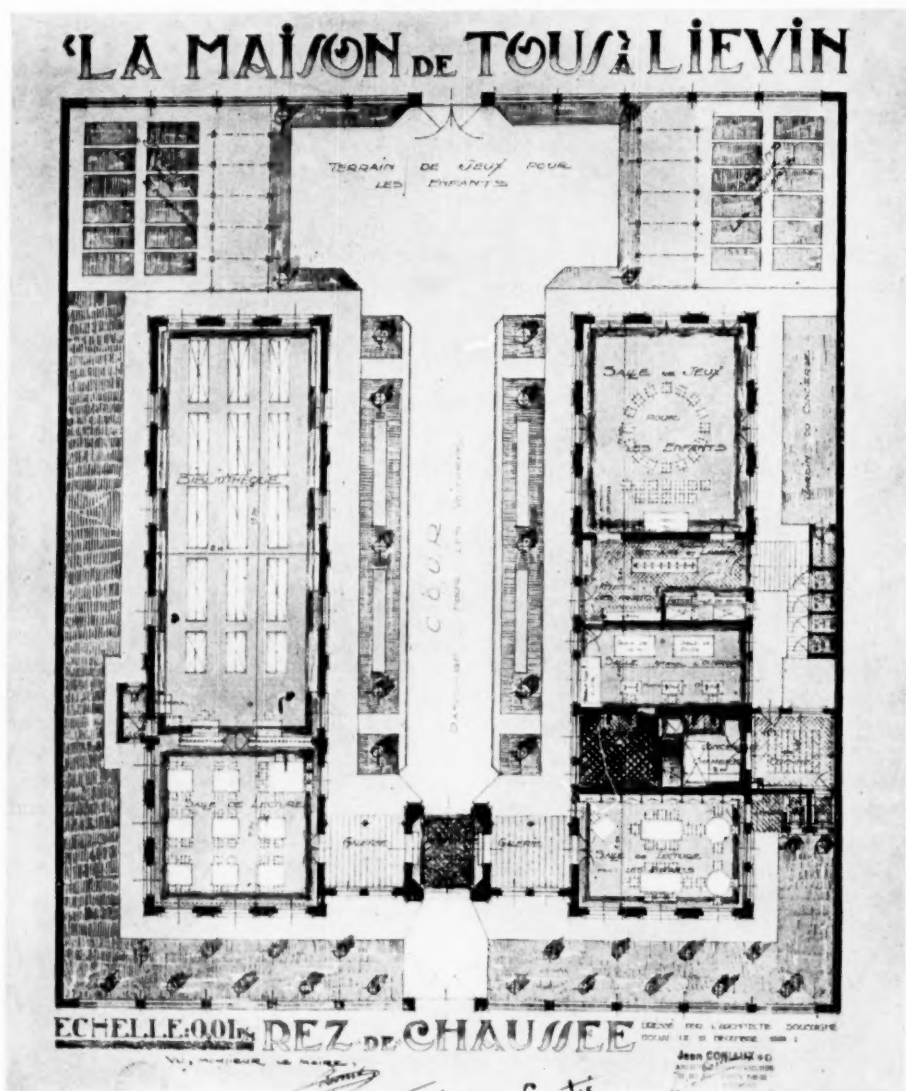
of the cornerstone by Miss Orr, Associate Director of the Kindergarten Unit, gives a vivid picture of the ceremony. Under date of July 19th Miss Orr writes as follows:

"The 16th of July was a wondrous time in the North of France. Miss Remy and



Dorothy Ure (the last American member of our Unit in France) accompanied me to Liévin. On the morning of the 16th when we reached the unfinished *Maison de Tous*,

interested delegation. I made a brief address representing the American Committee and then was handed a trowel tied with the tri-color, the stone was placed and I put the



there were the Mayor, Monsieur Bedart, Monsieur Caron, Secretary Generale, Monsieur Dellanoy, assistant architect, and members of the Municipal Council—an in-

mortal on. The Mayor read a very appreciative address, then we went into the various rooms of the unfinished structure and afterwards had luncheon with the

officials. Never have I been more touched with a ceremony. It was simple, natural, full of real emotion."

(Signed) MARY MOORE ORR.

EXCERPTS FROM LETTER OF DOROTHY L. URE
(MEMBER OF THE KINDERGARTEN UNIT)

The ceremony of the laying of the cornerstone was wonderful. The location for the *Maison de Tous* is prettier than the former location and more in the center of the city of Liévin, which is fast being rebuilt. It is beside the Public Garden—that is to be. Already there is a tiny pond surrounded by some trees that withstood the bombardment,

a little "Grotto," as they call it, where will be placed the old gate saved from the wreck of a former Chateau. . . . About a week ago we visited the Ecole Normale Supérieure de Sevres (Government Training School). We spent about two hours with Mademoiselle Stockels and the children. The atmosphere was perfect, the children were precious. Both Miss Remy and I felt that you could hunt a long time in America before finding any "Jardin d'Enfants" as lovely as that. It must be a joy to you that our Unit coöperated with the French Government to form this model Jardin d'Enfants.

(Signed) DOROTHY L. URE.

Liévin

BY MATILDA M. REMY, *Lecturer on Kindergarten Theory, Department of Education, Wellesley College*

Thoughts grow into action, dreams take on material form through the insistence of their need in a world of things: a world of things leavened into greatness by the spirit. Such was the case with the thought of bringing joy and light to the suffering, war-worn children in the devastated regions of France in 1917. Who could have foreseen that that thought would grow into a Community House in Liévin? A Community House, the first of its kind in France, and in a section of the country which was one hundred per cent destroyed in the World War and which, since that destruction, has proved itself one hundred per cent courageous. Who could have foreseen that the Kindergarten Unit in France would be brought into existence and that it would become a permanent force in the kindergarten world?

In this kindergarten world there are those who experienced every step of the difficult way and there are others who never quite realized the significance of it all. There are some who were willing to contribute to the building up of this great movement in the years immediately following the war, but

who, as time went on, allowed their enthusiasm to grow cold, their efforts to wane. This was partly because of lack of understanding. The task was thought to be completed. They had not looked upon the Kindergarten Unit in France as a permanent organization. Perhaps, however, as a deeper and deeper insight into the full scope of this work is gained, those who contributed and especially those who are members of the International Kindergarten Union, will more and more use the Kindergarten Unit in France as one of their avenues for obtaining a closer international relationship, for, as the inscription over the door of the Community House will read, *Nous, qui voulons la paix, sachons la graver dans le coeur de nos enfants*. (We who desire peace must write it in the hearts of our children.)

Such deeper knowledge came to me by the merest accident on the fifteenth of last July when I found myself on the way to Liévin with Miss Orr and Miss Dorothy Ure. To know that I was on the way to Liévin, and to know that I was on the way to Liévin with Miss Mary Orr, Assistant

Director of the Kindergarten Unit in France, who was to represent the Unit in the laying of the Corner-Stone of the Community House at Liévin, made me feel as though I had passed into another world or that I was dreaming of what might have been. But in spite of these feelings, a very normal train was carrying three normal individuals to what was once a harrowing battlefield and later, the scene of kindergarten activities. Our train took us first to Arras where we changed cars for Lens. From Lens we proceeded by automobile to Liévin. Up to this time, Liévin to me had been a name associated with the work of Miss Curtis and Miss Orr in France, a work which had its inception in the attempt to bring smiles to the sad faces of refugee children. I knew that the distress of these children was enough to melt one to tears and that to relieve it meant hard work rather than emotional instability, but I had not realized the tremendous amount of work accomplished, nor did I have any conception of the hardships endured.

Miss Orr, Miss Dorothy Ure and I arrived in Liévin about five o'clock in the evening of July fifteenth. Emotions with us were varied, for Miss Orr was returning to see the result of much effort; Miss Ure, who was one of the workers during the reconstruction period, was returning to a community of which she had become a part; and I was coming to Liévin for the first time. Miss Orr and Miss Ure could remember all the sad destruction while I saw only the Liévin of today. For a time I looked at the four little, low buildings bearing the inscription, Jardin d'Enfants. Then I took pictures of them. My thought was that they were not very imposing when, suddenly, I seemed to see the whole Kindergarten Unit in France peopling the grounds about these temporary buildings; I was listening again to Miss Curtis making an appeal for the children of France before large audiences; I was working as a sub-chairman on Miss Laws' committee to raise funds for this movement; I was visualizing all the efforts

in the United States, for I belonged to those who watched, and worked, and waited at home.

The first official recognition of our presence in the city of Liévin was when Miss Orr was called upon by a representative from the Mayor saying that she would be received by him at five-thirty and that together they would complete arrangements for the laying of the cornerstone the next morning.

After this official interview, we took a walk down one of the quiet streets, at the twilight hour—the twilight hour when hearts are free. On this walk I saw for the first time the crude buildings made from semi-circular pieces of corrugated iron. The corrugated iron which had been found on the battlefield and which was once the lining of a trench had become the shelter for a home, forming the sides as well as the roof of the house. As we passed one of these little homes and as I was impressed with the struggle of it all, strains of music came to us from the open door. I looked at this particular home again and I saw vines climbing up the sides and roses hopefully blooming and giving of their beauty in this most-needed spot. With scenes like this crowding upon me it was not to be wondered at that it was with reluctance I closed my eyes that night. I wanted the night to tell me more stories—stories of sacrifice, of heroism.

The next morning, July 16, 1925, at ten-thirty o'clock, with hearts filled with the wonder and importance of it all, we rode to the scene where the events of the day were to take place. We were met by the Mayor and entering between two lines of city officials we were escorted immediately to the spot where the cornerstone was to be laid. The trowel tied with red, white, and blue ribbons was then handed to Miss Orr, who extended it to Miss Ure and me so that we might touch it in the name of the Kindergarten Unit in France and in the name of our own country. The trowel was then used by Miss Orr for the placing of the mor-

tar. Before the stone was raised into place and with the whole body of spectators standing at attention, the Star-Spangled Banner was played by the municipal band which accompanied us all the morning. After the placing of the stone the Marseillaise was played. The address of presentation was then given by Miss Orr in French. It was impressive and sincere. This was followed by the address of acceptance by the Mayor, equally sincere and impressive. The cornerstone bears the following inscription:

U. S.		U. S.
	1914-1918-1925	
	Kindergarten	
	Unit	
U. S.		U. S.

Even a slight participation in a momentous event gives it enduring qualities, hence it was that the touching of the trowel as a part of this ceremony seemed to bring me into a living relationship with the actual embodiment of an ideal which stands for a better future for the children of France and for the community in which they live.

After the attendant exercises of the laying of the cornerstone, we were taken for a drive through Liévin—a city rebuilt; this was followed by a reception at the City Hall where the signature in the secretary's book sealed the day's important proceedings. Miss Orr was here presented with a large bouquet of flowers as an emblem of goodwill and friendship. A luncheon was next in order. This luncheon was given by the Mayor and included as guests all of the highest officials of Liévin. The ceremony being over, the social obligations having been attended to, there still remained the business of the future. Accordingly we returned to the Community House for consultation with the architect; here there was the examination of plans, discussion of furnishings, and all those minor details. This was the part that made me realize the endless amount of work which had been accomplished and which remains for future

completion. It was easy and glorious to be celebrating, but here we were face to face with the work that made that celebration possible. It was decided by Miss Orr that nothing further could be planned about the completion of the arrangements without the approval of Miss Curtis—Miss Curtis whose name and influence permeated every event of the day, and who was then attending the meeting of the International Kindergarten Union in Los Angeles.

At about five o'clock we said "Au Revoir" to the Mayor and his staff, gave one last look at the Community House, well under way, noticed again the garden of flowers blooming in advance of the finished construction of the building, and began our homeward journey, going by automobile to Arras thence by train to Paris. Although it was but five o'clock in the afternoon, I felt as though I had lived years since the beginning of the day, and the end was not yet.

Our drive to Arras took us in the direction of Vimy Ridge to the Heights de Notre-Dame de Lorette where as far as the eye can reach, standing on any part of the Plateau, one sees nothing but crosses. It is a field of crosses, thirty-five thousand of them, each one representing the sacrifice of young manhood—young manhood sacrificed for an ideal. It is the part of those of us who remain to see to it that that ideal is the living part of this field, of these many fields of the dead. It is so easy for us in America to forget, to grow selfish; but not so on this Plateau where a light-house has been erected by the French Government to the memory of the dead: a light-house which was inaugurated on the second of August, 1925, as "*La tour-lanterne consacrée aux morts de Lorette.*" From this Plateau we drove to Vimy Crater Cemetery. As we were looking into the crater and thinking of the numbers of unknown dead buried there, from above the crater high up in the sky came floating down to us the song of a lark. At that moment it seemed to us symbolic of the spirit of the dead. Here, at the foot

of the monument to the Unknown Dead, we laid the flowers which had been given to Miss Orr in the morning as a token of friendship. There was time left now for only a hurried trip through the streets of Arras, nevertheless here as elsewhere we noted destruction and the courage of reconstruction.

Over and over again throughout the whole trip we felt the force of Browning's,

One who never turned his back but marched
breast forward,
Never doubted clouds would break,
Never dreamed, though right were worsted,
wrong would triumph,
Held we fall to rise, are baffled to fight better,
Sleep to wake.

But still underneath it all we could hear the cry of the children and we were thankful that we were a part of the work which is making a permanent contribution in the substantial form of the Community House at Liévin.

Our day was over, yet not over. It was one of the days which open the way to "the homeland of the spirit" and which leave a record on books and in hearts.

INTERNATIONALISM*

The Spirit of Internationalism, like all really great things, is very simple, but the word itself has perhaps a rather formidable sound. If, therefore, the name frightens us, let us change it to Love of Neighbor, because, in final analysis, that is what Internationalism really is.

This love of neighbor led the Kindergarten Unit to France and inspired its motto—"Not only our nation's children, but the children of the world." The same love of neighbor took the International Kindergarten Union overseas and caused it to

put its splendid financial and moral seal of approval on the Community House at Liévin, over whose entrance door appears the inscription: "We who desire peace must write it in the hearts of children"—*all children.*

Those who love *all* their neighbors are *internationalists*. With this in mind does it not appear to you that internationalism is the logical development from intelligent patriotism? Patriotism is love, and the circle of real love is an ever broadening one. You know the exquisite words—"My bounty is as boundless as the sea. The more I give the more I have to give."

May I tell you how I reached this conclusion?

As the mother of two children I felt for many years that I knew a good deal about motherhood. So I did. I was a National Mother, as it were. When I went to France with the Unit and extended that Motherhood to thousands of children, who not only were not my children, but were not even of my own race, I felt that my motherhood partook somewhat of the very essence of maternity. I became an International Mother.

If I can become an International Mother without sacrificing any of the love I bear my own children, and if you as members of the International Kindergarten Union can become International Educators without sacrificing any of that generous devotion which you have dedicated to American children, can we not all take the next step and become International Citizens without disloyalty to our own country?

A strict nationalist wears her patriotism like a chip on her shoulder—an internationalist wears hers like a flower in her buttonhole. *Let's wear flowers.*

KATHARINE M. CERF,
Chairman Board of Trustees,
Kindergarten Unit in
France.

* (Given at Symposium Supper, I. K. U. at Los Angeles.)

ANNA MUIR STOVALL

In Memoriam

Anna Muir Stovall,—the name brings a reverent hush to the hearts of those who knew her.

In the passing from this earthly life of Miss Stovall, on October 12, 1925, the kindergarten has lost one of its most ardent and loyal friends. Throughout California, and especially in the city of San Francisco where her life work was carried on, she stood supreme.

In early girlhood, Miss Stovall, affiliated with the Golden Gate Kindergarten Association, organized one of the first free kindergartens in San Francisco. When this same Association established a free Normal Training School for kindergartners in 1891, Miss Stovall, because of her remarkable and gifted personality and the phenomenal success she had achieved in her work with children, became its Instructor. She was also appointed supervisor of the kindergartens, which position she held throughout her life.

When the city of San Francisco was devastated by fire in 1906, Miss Stovall showed her heroic pioneer spirit. She saw her beloved kindergartens swept away, but her enthusiasm was undaunted, and with almost superhuman effort she established kindergartens in the refugee camps. In 1915 when the Association Training Class became affiliated with the State Teachers' College, she was placed upon the staff of that institution, thus maintaining a valuable connection. It is primarily due to her untiring efforts that the kindergarten in San Francisco has become an integral part of the public school system. She was known throughout the kindergarten world as one of the founders of the International Kindergarten Union. Some years ago she made the famous "Froebel Pilgrimage" to the home of the great pedagogue, thus being enabled to study the kindergartens of Europe.

Miss Stovall was a true educator, for hers was a receptive mind, alert, always open to new ideas, ever eagerly scanning the future to see what it might hold in store along the lines of child-development. She was interested in all phases of educational growth. Was there a symphony, an art exhibit, a worth-while play or lecture,—one was sure to find her there. Her mind was a vast treasure house of knowledge and she had the happy faculty of transmitting this to others. She was deeply fond of music and was a natural musician of exquisite touch and feeling.

As a teacher of little children, Miss Stovall displayed an understanding love, rare tact and ingenuity, combined with a remarkable knowledge of child nature; as a teacher of young women, she imbued them with her spirit of devotion, inspired them with her ideals, and kindled them with her zeal. The influence of her splendid service will remain as a guide and inspiration. Hers was a remarkable character for she asked only that she might spend herself, and it was done gladly, in the service of little children. No self-glory, no thought of personal gain was hers; self-sacrificing, she gave her all.

May we say with the Great Teacher whom she loved, "Greater love hath no man than this, that he lay down his life for his friends."

The Reading Table

*School and Home*¹

Angelo Patri adds a third contribution to a better understanding of childhood. His *Child Training* and *Talks to Mothers* are now followed by *School and Home*, a most readable book, illustrated by a wealth of well-considered incidents from the author's varied experiences with children, mothers, and teachers.

Of its two striking characteristics, the first is its simplicity of style, which might almost be called staccato. Brief, pointed sentences, eminently quotable, suggest rich trains of thought far beyond the explicit expression. For example—"From generation to generation, that love and that faith and that wisdom have grown stronger, are growing stronger, until soon nobody, any time, any place will call a child bad."

Secondly, in all its bearings it presents an attitude so intelligently sympathetic that

all who read will have a keener appreciation of the problems of childhood. Logical continuity is not always strictly observed, but the emotional attitude is strongly evident, creating warmth and life and color.

The book will serve primarily to interpret the school to the home, but the teacher as well as the parent will find many illuminating passages. The chapters on "The Child Who Fails," "Fear and the Child," and "The First Day in School" are particularly suggestive for the teacher.

Lest it may seem that the book portrays a "soft" type of child training, the chapter on "The Spoiled Child" must be mentioned, with its strong admonition: "No better laws for the training of children were or ever will be formulated than those Ten Commandments. And of the ten, put peculiar emphasis on the fifth. 'Honor thy father and thy mother that thy days may be long in the land which the Lord thy God giveth thee.'"

—ELLA RUTH BOYCE.

¹ By Angelo Patri. Published by D. Appleton and Co., New York.

*Health Education*¹

"The best available guidance to the schools of the country relative to health teaching in the immediate future" is the aim of *Health Education*, the Report of the Joint Committee on Health Problems in Education.

This committee from the National Education Association and the American Medical Association faced frankly the fact that the public school systems have been assailed by one organization after another to develop health programs along lines designated by them. Some bewilderments and

wasted energy were to be expected with so much activity from such varied sources.

An authoritative treatment of various aspects of health education was therefore seen as a pressing need by the joint committee, and it was secured, in their judgment, by the coöperation of specialists who constitute the technical committee of twenty-seven. In consequence one may turn to this volume—*Health Education*—with confidence.

The aims of *Health Education* are briefly stated in terms of instructing and training the children and youth so that their own lives and those of the generations yet to come will be benefited.

¹ Published by American Child Health Association, New York.

Section I shows that the need for health education arises in facts of preventable inefficiencies, unhappinesses, illnesses and deaths. He who is in need of authoritative statistics will find here the encouraging ones of the increased life span and of the corresponding declining death rates. Here, too, he will find the discouraging ones, those which show the appalling loss of life during the years when the home, the school and the community *and not the child* are responsible for regimes and environments. What that means in education for parenthood is hinted at on page 19. "The death rate among babies has been greatly reduced, but the infant death rate still is larger than that of any other age. Education in the care of babies, before and after birth, is necessary in order to reduce this waste of life. A certain amount of such education has its proper place in the schools."

Just what that certain amount is needs defining! Perhaps we shall have to turn to Czechoslovakia, for in the September number of *CHILDHOOD EDUCATION*, page 39, one reads that "the care of babies, food science, etc., are taught in what is known as the 'family school.' Of such there are 86 with more than seventeen thousand students enrolled."

That our schools can do some things and not others is the theme of section II. The outline of the factors which promote health and which are modified by education is suggestive.

The interrelationships and the interdependencies of health of body and health of personality are recognized in section III. Familiarity with the statements on pages 23 and 24, descriptive of bodily and personality health, is essential to teachers. These statements and the health scale on pages 90-94 might well be made the basis of programs for parents' meetings, so that the home and school educators of children may picture the healthy child similarly and work coöperatively towards the establishment of the habits that make for physical and mental health.

The lengthier sections IV, V and VI deal respectively with the subject matter that is essential for intelligent teaching of health; with the educational problems (pedagogical, psychological and administrative) of insuring teaching so that it functions in school, home and community; with concrete suggestions for courses of study; and typical outlines for teaching specific topics. The range of this material on content and method is from the kindergarten through the grades, high and normal schools.

These sections are valuable, therefore, for teachers in service as well as for those who are organizing the health courses in Teacher-Training Institutions. Each section is composed of sub-sections, so carefully indexed in the table of contents that one can turn quickly to specific topics like those in IV—*The Physiological Basis of Health; Nutrition and Health; Hygiene of the Eye; Education for Parenthood and Social Hygiene; and Mental Hygiene*. In Section V are to be found *General Pedagogical Principles Underlying the Making of a Course of Study in Health Education, Applications of Psychology to Health Education; and Minimizing Self-Consciousness*. Section VI carries the specific suggestions for courses of study in the Kindergarten and Grades I, II and III; Fourth, Fifth and Sixth Grades; Junior and Senior High Schools; and Normal Schools. And to aid one in knowing what is being achieved, there are suggestions in Section VII for measuring results.

Section VIII reemphasizes the necessity for training class-room teachers and supervisors in health education; makes suggestions for the programs of study and urges the provision of health service and healthful surroundings to teachers in training that will insure their being "stimulating and healthful examples to students and fellow teachers in thinking, and in attitudes and conduct affecting health, personal and social." This involves "a supervision and control of the living conditions of students,

whether the students live in dormitories or elsewhere."

The bibliographies accompanying each section would have been more helpful if some specific parts of books had been listed. Too many whole volumes overwhelm busy teachers. Section IX is devoted to books classified for use by teachers and by pupils; to organizations from which bulletins, posters, charts and motion pictures can be secured; and to magazines that serve the professional needs of the worker in health education.

The Report in use should prove very serviceable. One can review, in its light, what one is doing and modify purpose, content and method where changes are indicated. If none are necessary there comes the assurance that one's work is in accord with the suggestions of the Technical Committee of Twenty-seven as approved by the Committees from the National Education Association and the American Medical Association. The Report was published in 1924.—ALMA L. BINZEL.

Singing Games and Drills¹

This book is one which should be in the hands of every rural school teacher. A collection has been made of some of the most popular well-known singing games, action stories and running games for primary grades with gymnastic drills for grammar grades. These are illustrated and simply worded so that the daily teacher can do intelligent work where it is impossible to have a specialist in charge of the work.

A May-Pole Dance and an exhibition drill will be appreciated by the teacher who desires to make an attractive exhibition of work for special occasions. General directions and practical suggestions for carrying on the work are to be found.

¹ By Chester Geppert Marsh. A. S. Barnes & Company, New York.

Teachers in small towns in those states which have compulsory physical education laws will find the book most helpful to supplement courses in physical education sent out by the state departments of education.

The author writes that the games "awaken a sense perception, a mental response and physical coordination as well as produce a social development that is as beneficial to the teacher as to the child.

"The action stories are incomplete dramatic narrations which give to the smaller children opportunity for developmental exercise, enhanced with an imaginative quality that gives an outlet for the dramatic instinct so much in evidence at this period."

—REBECCA STONEROD, M.D., *Director of Physical Training, Washington, D. C.*

Moral Training

The awakening of popular interest in the moral phases of a child's education is an encouraging sign. Parallel with the new insight into character building as the most essential aim in education there is growing a knowledge that the early years of a child's life are the most important for education. The more advanced educational magazines

are putting these two ideas together and are discussing the character building value of the first years. When the two ideas are not realized as closely related, writers deal with the reform measures necessary to correct an older child's wrong way of acting. They think of moral training as re-formation. Other writers considering

the care of the young child treat almost exclusively of the physical benefit which will follow from right early training. The leaders in the educational field understand that the foundations of morality upon which the whole superstructure of life must be built are laid in the first years. Much wrong behavior will be prevented if the early training of the child includes moral guidance.

An interesting discussion in the *Educational Review* takes up the two sides of the question "Can Morals be Taught." One writer holds that "Education may show morality how to function more efficiently but it cannot create morality itself." The other writer holds that it is the function of education to create moral values, that moral training is the process by which the chaos of emotions, appetites, and fears is reduced to order. He also holds that the only justification for spending money for education is that it gives training in vision and character. "Nothing concerns us more deeply than the moral training of the rising generation. . . . They must solve problems and face responsibilities far more difficult than ours. Those which call for greater intelligence, determination and character." "Every child is at the outset a veritable chaos of interests, emotions, desires, appetites, fears, hopes and vague aspirations, some of which are social and some anti-social. . . . Education is a process in which this chaos is reduced to order and the child becomes a personality self controlled and responsible."

In the *Current History Magazine* the same theme is considered under the topic "Blundering Parents." "Is it not essential for the young person to be taught self respect; to be so developed in his moral sense that he can stand upon his own feet, look himself in the glass, treat with others as his equals, and do the right thing, not because there is a law against doing the wrong one, but because he prefers right to wrong. . . . His parents or some good angel must take his training in hand early

enough, he may then be made to care for truth just for its own sake."

A report of an interview with a school official is concerned with how much the schools can do towards the building of character. "Moral training should not be regarded as something new. The schools and homes have been training along these lines for centuries and have been doing good work. Periodically, however, there comes a slump, a reaction, a transition period involving an apparent change of attitude towards former practices. It is in such a period that we live. For this reason, we must take stock and emphasize once more those virtues that have stood the test of time and practice. . . . The greatest dangers confronting a child are the moral dangers. They are all about him. Our children are apt to meet them on the street, in the home, in school, in fact, wherever they come in contact with other individuals." The article goes on to state that homes and schools are taking chances in allowing moral dangers to confront the child which would be considered very negligent if allowed in the realm of physical dangers. This may be because we are ignorant or lazy. "Moral flabbiness in the home and elsewhere is a much greater menace to the race and democracy than all the physical dangers combined."

One number of *Progressive Education* is devoted to the Social Studies. It presents a broad view of morality as responsible for group welfare as well as for individual integrity. Practical suggestions are given for training in the highest type of group and individual morality. "The main considerations in the social studies program are the attitudes of heart, will, and mind, and the intellectual ability to make them count in a positive way, which we seek to develop. . . . While children's consciousness of each other is deepening and their sympathies are broadening, they need also an active principle to govern their personal decisions and deeds, the principle of co-

operation or service in living." The human soul is plastic, it has large reservoirs of power for life and growth. The inclination toward right action must be started in the first years

in order that human energy will expend itself with full force in that direction.—
LUELLA A. PALMER.

Some New Books for Children

CENTURY COMPANY, NEW YORK

The Children's Book of Celebrated Bridges.

By Lorinda Munson Bryant. Illustrated from photographs.

Bridges across which desolate prisoners have passed, bridges which were held by soldiers, bridges which add to the beauty of cities, and many others are brought to the attention of children in a graphic way, by description and illustration. Fifty different bridges are mentioned in this volume, which is uniform with other books by this author bringing out celebrated pictures, sculpture, and buildings.

The Brownies in Fairyland. By Palmer Cox and Malcolm Douglas.

A cantata for children in two acts, arranged for simple or elaborate presentation, with easily followed stage directions. The ever popular Brownies of the late Palmer Cox form an attractive set of characters for a children's entertainment.

Tales That Nimko Told. By Mary Brecht Pulver. Illustrated by Mary Sherwood Wright.

A collection of stories and verse for small children form this "read aloud book" by an author of adult fiction who has had experience with real children.

Now and Then. By E. B. and A. A. Knipe. Illustrated by E. B. Knipe.

Two stories of olden times written for boys and girls. One story tells of the old Dutch days in New York and the other an incident in the life of Benjamin Franklin.

CHARLES SCRIBNER'S SONS, NEW YORK

Yourself and Your Body. By Wilfred T. Grenfell. Illustrated with drawings by the author.

An account of the growth and care of the human body, its structure and its functions, which is made interesting to children by its informal story style, and the unique and amusing drawings by which it is illustrated. With such illustrations to make him laugh, a child will absorb information about his body without knowing that he is being taught. It is a delightful book written by Dr. Grenfell for his own boys.

LITTLE BROWN & COMPANY, BOSTON, MASS.

The Talkative Table. By James Woodward Sherman. Illustrated by Eugenie Wireman.

Simply written stories, full of nonsense and fancy, about the merry times in the kitchen when the cook goes out. The tea-kettle, frying pan, squeaky table, and other kitchen things are so familiar to children that they will find the stories easy reading.

Jo's Boys and How They Turned Out. By Louisa M. Alcott. Illustrated by Clara M. Burd.

Miss Alcott's books are always great favorites with children, and this beautifully illustrated new edition of the sequel to "Little Men" will be welcomed. It completes the story of the March family and takes Jo's boys through numerous struggles and adventures until they became men and were out in the world. It belongs to the series called "The Beacon Hill Bookshelf" which are well adapted in size, form and type for children's reading.

